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Milestone journal will be able to contribute to the development of concepts in the relevant language by publishing in two languages. The main purpose of the journal is to contribute to the literature in the fields it covers and to play an important role in the development of the relevant field.

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RESEARCH ARTICLE

The Role of Money and Central Banks in Islamic Economics: A Comparative Analysis¹ Hassan Karimpour²

Abstract

This paper provides a comparative analysis of the concept of money and the unique role of central banks in Islamic economics, distinguishing it from conventional economic systems. In the Islamic perspective, money is considered a nominal asset, devoid of a debt-based structure, in stark contrast to the debt-oriented nature of conventional economies. The paper delves into the absence of a money market and debt instruments in the ideal state of the Islamic economy, highlighting the divergent views of Fiqh scholars on the discounting and trading of debt instruments. Furthermore, it explores two fundamental approaches within Islamic banking and economics, one aligning with conventional practices with Islamic considerations and another advocating for a complete redesign of monetary institutions. The proposed "Islamic Central Banking" model is introduced, emphasizing the separation of money creation from commercial banking and its potential impact on economic growth, employment, and economic justice within Islamic societies. The paper concludes by elucidating the distinctive duties of Islamic central banking in managing payment systems, supervising financial institutions, creating money, and directing credit toward productive activities. Overall, it offers insights into how Islamic economics provides a unique perspective on the role and nature of money in shaping economic systems.

Keywords: Islamic banking, Islamic central banking, Central banking, Reserve banking.

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Özet

Çalışma, para kavramının ve merkez bankalarının İslam ekonomisindeki benzersiz rolünü katılım bankacılığı ve geleneksel iktisadi sistemler temelinde karşılaştırmalı analiz yaparak incelemektedir. İslami perspektifte para, geleneksel ekonomilerin borç odaklı doğasının tam tersine, borca dayalı bir yapıdan ziyade nominal bir varlık olarak kabul edilmektedir. Makale, tam İslam ekonomisinde para piyasasının ve borçlanma araçlarının olmamasının sebeplerini araştırmakta ve fıkıh alimlerinin borçlanma araçlarının iskonto edilmesi ve ticareti konusundaki farklı görüşlerini özetlemektedir. Çalışma aynı zamanda İslami bankacılık ve ekonomideki iki temel yaklaşımı araştırmaktadır: bu görüşlerden biri geleneksel islami uygulamalarla uyumlu bir sistemi diğeri ise parasal kurumların tamamen yeniden tasarlanmasını savunmaktadır. Çalışmada kaydi para yaratma sürecinin ticari bankacılıktan ayrıldığı "İslami Merkez Bankacılığı" modeli tanıtılmakta ve bunun İslami toplumlarda ekonomik büyüme, istihdam ve ekonomik adalet üzerindeki potansiyel etkisi araştırılmaktadır. Makale, İslami merkez bankacılığının ödeme sistemlerini yönetme, finansal kurumları denetleme, kaydi para yaratma ve krediyi üretim faaliyetlerine yönlendirme konusundaki ayırt edici görevlerini açıklayarak sonuçlanmaktadır. Çalışmada genel olarak, İslam ekonomisinin, ekonomik sistemleri şekillendirmede paranın rolü ve doğası hakkında nasıl bir bakış açısı sağladığına dair görüşler sunulmaktadır.

Anahtar Kelimeler: Katılım bankacılığı, İslami Merkez bankacılığı, Merkez bankacılığı, Rezerv bankacılığı

1. Introduction

This paper critically explores the dichotomy between the conventional and Islamic perspectives on the concept of money. In the conventional paradigm, money is intricately linked with interest-bearing debt, giving rise to a money market where debt can be bought and sold. Contrarily, the Islamic viewpoint portrays money as a nominal asset, divorced from the conventional debt-based structure. The distinctive nature of money in Islamic finance is reflected in the separation of monetary duties from lending and investing, fostering a system where money is not rooted in interest-bearing debt (Prasetiyo & Janah, 2022). The ensuing

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analysis posits that this divergence leads to the absence of a money market and debt instruments in the ideal state of the Islamic economy. The paper also addresses the nuances in Fiqh scholars' opinions on the discounting and trading of debt instruments, underscoring the inherent limitations on monetary transactions within the Islamic framework. Ultimately, the exploration aims to shed light on how the Islamic economic system diverges from the conventional, offering a unique perspective on the concept and role of money.

2. Research Methodology

The research method employed in the above article is Content Analysis Research. This approach involves systematically analyzing the textual or visual content of the material under study to identify patterns, themes, and meanings (Duriau et al., 2007). In the context of the article, Content Analysis Research was utilized to scrutinize and interpret the concepts related to money, central banks, and Islamic economics. The method facilitated a comprehensive examination of textual data, enabling the researchers to draw comparisons between Islamic and conventional economic systems, explore the views of Fiqh scholars, and propose a new model for Islamic central banking. Through this method, the study aimed to uncover insights into the unique perspective of Islamic economics on the nature and role of money within economic systems.

3. Conventional and Islamic Economy

Conventional economy, money is debt-based and is created based on interest-bearing debt. In other words, all the money (liquidity) in the social economy is the debt of the banking system to the society. There is a money market in a conventional structure. Because this debt can be bought and sold at a price called the interest rate.(Choudhury, 2020) However, from the Islamic perspective, money is only the pure exchange value of goods, their total purchasing power, and is considered a nominal asset(Akhtarzaitie,2009). This reputation is gained in the light of the reputation of the state and its acceptance by the public. From the Islamic point of view, money is not a commodity; therefore money cannot be bought or sold with money. In the Islamic financial system, the duty of intermediating funds (monetary duties) is separated from the duties of lending and investing. Because in this system money is

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not based on interest-bearing debt (Santoso et al., 2017). In an Islamic financial system, the debt generated by a business necessarily has close investment characteristics. Liabilities created by financial intermediaries are the same assets they hold as reserves with the central bank. Therefore, in the ideal state of the Islamic economy, there can be no money market and debt instruments. (Davoodi et al., 2006) Additionally, there is no consensus among Fiqh scholars regarding the discounting and buying and selling of debt instruments (e.g. cheques). In general, from the mentioned Fiqh provisions regarding money, it can be concluded that there are many limitations to monetary transactions in Islam. The real money market in the capitalist economy and the resulting economic crises will not exist in the Islamic economic system (Askari et al., 2015, S: 287).

There are two main approaches to banking among Islamic scholars. Some believe that the nature of money and the performance of the bank in a traditional economy can be reconciled with fiqh principles and Islamic principles. In this approach, Islamic banking and Islamic financing are the same as conventional banking, which has taken into account the prerequisites and requirements of Islam, this view accepts the interest-free banking approach, that is, the conventional banking system by taking into account Islamic presuppositions. While preserving the traditional commercial and central banking structure in this approach, it tries to redefine monetary policy transactions and instruments based on Islamic contracts and interest-free instruments (Charoenwong et al., 2014). On the other hand, a group of Islamic economics scholars view the nature of money created by banks in the traditional banking system as the result of usury banking operations, which is a serious criticism. The group believes that the formation of traditional banking and its nature in equipping and allocating monetary resources (based on usury debt) has led to the emergence of new types of money that did not exist before. This currency includes demand deposits and time deposit types it arises from the performance of banks in creating fiat money. Therefore, in the traditional banking system, the nature of money created by banks is due to usury banking transactions. Accordingly, those who support the last view criticize the current structure and functioning of the banking system and try to design a new institutional model for commercial and central banking (Samsami & Mohammadi, 2019).

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The two approaches have fundamental differences. The interest-free banking approach is limited to resolving the contradiction between traditional banking and Islamic fiqh and civil law provisions. However, the philosophical institutional nature of Islamic economics is taken into account in the design approach of monetary institutions for Islamic society. Islamic scholars consider two basic features to design a monetary institution in the Islamic system: (1)- The power to create money is under the monopoly of the Islamic State and private banks will not be able to create money, meaning banking transactions will be separated from their capitalist content. (2)- The Islamic government will not use traditional banking methods such as promoting a fixed income called profit in the collection of scattered goods and funds (Sadr, 2015, P: 242).

Within the framework of this approach, it proposes a central banking model in which banks lack the power to create money (full reserve), and money creation is done only by the Islamic Central Bank. In a full-storage banking system, all liquidity tools are visual and monetary; because the legal deposit rate of all banks is 100 percent and the money is only the money of the central bank (base money). Moreover, loans are granted to economic agents only through financial intermediaries. The important point is that in a full reserve system, the monetary base expands according to the government's decision, that is, money is created. Therefore, a money shortage is not expected in the economy (Hamdan & Zyadat, 2022). But there is still the question of what the consequences of the central bank and government's monopoly on money creation are (such as the excessive release of money and inflation) and what restrictions can be created by the government to create debt. Of course, within the framework of the desired Islamic central banking model, the central bank's authority to print money is not unlimited and irregular; because in this system, a responsible and accountable central bank does not allow the state to create and finance money by increasing its debts beyond the productive capacity of the economy (Mahmoudinia, 2019).

In the Islamic economy, money that has the nature and origin of usury (which is the result of the money-creating power and operations of banks) is not approved; because this money has nothing to do with the real part of the economy, and its spread and dissemination is against the interests of the public and society. In the monetary system and Islamic banking,

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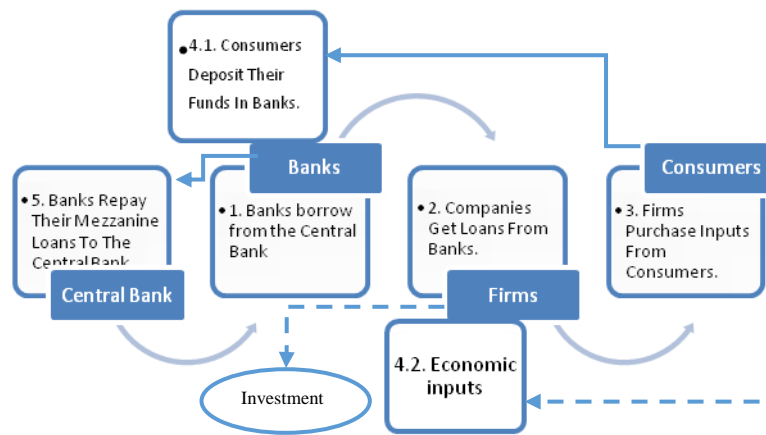
monetary institutions have only a financial intermediary role and lack the power to create money (Mahmoudinia, 2019). According to a group of Islamic economics researchers, from the Islamic perspective, money is an asset and a credit asset (Davodi et al., 2005). However, this value can only be created by the Islamic government and not by private banks. Therefore, from the Islamic perspective, the creation of money is at the disposal of the Islamic government; because these rights and benefits are for the general public. On the other hand, the government is responsible for money management and its consequences (such as inflation). In the ideal Islamic central banking model, since banks cannot create money, it is defined as "money" created only by the central bank, and demand and long-term deposits are not taken into account in the definition of "money". In other words, in the new model, the concept and definition of monetary aggregates (including money, semi-money, and liquidity) have changed and we are faced with new monetary aggregates. In addition, we are faced with a different structure in banks in the desired model of Islamic central banking. According to Samsami and Davoudi (2009), three institutional forms of good credit institutions (within the framework of the above-mentioned model) can be considered Islamic investment institutions and financial leasing institutions, according to activities related to good credit, activities related to the purchase of goods and services, and cooperative activities in the real sector of the economy (Samsami & Davoudi, 2009).

4. Explaining the Islamic Central Banking Model

In this model, it is assumed that money—whether fiat or unsecured fiat—is issued entirely by the central bank and that banks cannot create money. Deposit contracts and loan agreements are denominated in money and money is used in transactions. In other words, money is both a unit of calculation and a medium of exchange. In this model, there is only one product available for consumption or investment at any given time (Hamouda, 2013). There are four institutions in a decentralized economy: the central bank, commercial banks, businesses, and households. For the first time (Figure 1), the central bank provides money to commercial banks on a daily or medium-term basis and at a zero interest rate. Banks provide loans to companies to use this money to purchase inputs and invest in short- and long-term assets (Coombs & Thiemann, 2022).

Figure 1

Flow of funds (time one)



Note. (1). Banks borrow from the central bank. (2). Companies get loans from banks. (3). Firms purchase inputs from consumers. (4). Consumers deposit their funds in banks. (5). Banks repay their mezzanine loans to the central bank (Own work).

For the second time (Figure 2), the central bank is again issuing short-term loans to banks, which depositors use to cover their withdrawals. Depositors use this money to purchase goods from companies. Companies then use the same money to repay loans to banks, and banks use it to repay loans to the central bank (Wray, 1992).

Figure 2

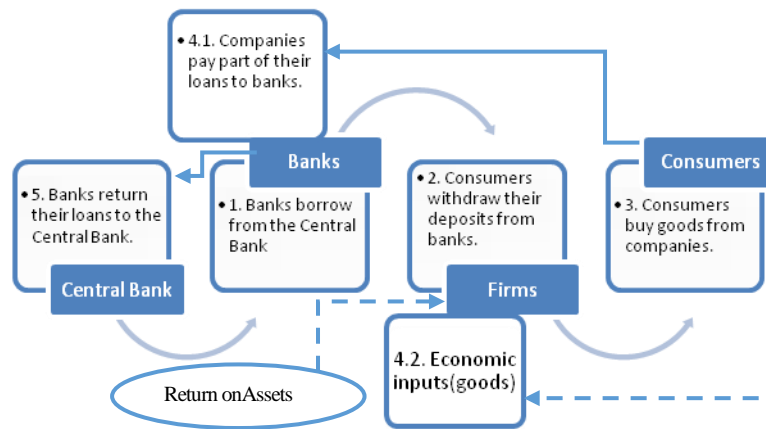
Flow of funds (second time)

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Note. (1). Banks borrow from the central bank. (2). Consumers withdraw their deposits from banks. (3). Consumers buy goods from companies. (4). Companies pay part of their loans to banks. (5). Banks return their loans to the central bank (Own work).

The money supply created by the central bank creates a flow from the central bank to banks, from banks to firms, from firms to consumers, from consumers to banks, and finally to the central bank by returning funds. At each stage, the same amount of money is transferred between the above intermediaries, so that the net demand for money is zero at the end of the period. In this context, banks cannot create money and only the central bank's money is in circulation. Additionally, the theory of "Quantity money" is established to remain in balance; because at any given time the price level is proportional to the money supply that the central bank allocates to banks. This result follows from the market clearing condition at any given time in the commodity market. The central bank can control the nominal rate of return and the expected inflation rate, but it does not affect the equilibrium distribution of goods. Under the proposed model, the government and the central bank can create money and credit to provide the circulating liquidity needed by society. In addition, when the economy produces below its real capacity, the central bank forms the basis of economic growth and employment increase by issuing money and creating credit. Allocating the entire right to create money to the central bank makes it possible to benefit from lordship; However, since the right to create money belongs to the Islamic government and the central bank is a public institution, it will ultimately have benefits for all segments of society (Hamdan & Zyadat, 2022). In this structure, the central bank,

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which provides interest-free facilities to banks to stabilize economic growth, is known as everyone's ultimate lender.

5. Implementation of the Ideal Islamic Central Banking Model

Commercial banks effectively stop providing facilities due to the adoption of the full reserve approach. However, investment banks can channel investment funds into different schemes and exchange them in the market by issuing bonds (linked to the investment) or stocks (Altameemi & Al-Slehat, 2022). In the presented model, the amount of money is independent of the loan amount. Therefore, these two can be controlled separately. Money can be directly controlled by the monetary growth rule. Additionally, credit growth will be easier to control (Afdol et al., 2022); because banks (in their current form) will no longer be able to create loans and deposits according to their financial interests and provide themselves with extraordinary benefits and benefits. Instead, banks will become what we wrongly believe today (pure financial intermediaries). In the presented model, banks obtain financial resources from outside the bank before granting loans. Therefore, depending on the bank's approach to credit risk, the ability of banks to create conjunctures and the risks that arise as a result will also decrease (Nguyen et al., 2021). Transitioning from the current central banking model to the desired "Islamic central banking" model is firstly on the asset side of the balance sheets of banks and financial institutions, at the end of the transition from the current situation to the desired situation, and then in the approach of money creation and the performance of banks. Monetary debts and loans will be replaced by a combination of reserves with the central bank and non-monetary assets such as shares, investments or Islamic financial bonds (such as Islamic treasury certificates, Sukuk, and the like) will be issued (Hanif & Sheikh, 2010). In other words, in the presented model, the function of money intermediation is separated from the credit performance of banks, and banks and financial institutions return to their main function, which is pure financial intermediation (Leonov, 2015).

6. Duties of Islamic Central Banking

Considering the chosen approach regarding the nature of money and the functioning of the banking system in Islam (Islamic banking environment), as well as the acceptance of

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the “duty” approach to central banking presented by Ugolini (2017), in contrast to the institutional approach of Goodhart (1985) The tasks of Islamic central banking can be classified into the following four groups (Samsami & Mohammadi, 2019):

- a) Management of payment and settlement systems;
- b) Supervision of Islamic monetary and credit institutions;
- c) Money creation and money supply management;
- d) To regulate, control and direct the circulation of money and credit for production activities;

While it is possible for Islamic central banking that tasks such as management of payment and settlement systems and supervision of banks and credit institutions may have some similarities with the tasks of central banking in the traditional economy, the point is that according to the different performance, and environment Islamic banking will differ from usury banking, the central bank and the Islamic center The duties and functions of banking will be different from the functions and contents of the central bank and traditional central banking (Hanif & Sheikh, 2010). For example, one of the most important duties of central banking in the conventional economy is to manage and direct monetary policy. In the Islamic central banking model, since banks do not have the opportunity to create money, it is not possible to discuss the direction of monetary policy using monetary policy tools and its impact on the money market; Because money is just the money of the central bank. However, it should not be forgotten that controlling inflation and contributing to sustainable and long-term economic growth within the framework of Islamic central banking is possible by creating money and managing its supply. On the other hand, the most important difference between the duties of central banking in the Islamic economy and the conventional economy is the duty to "direct the circulation of money and credit to productive activities", as will be seen in more detail below (Mahmoudinia, 2019).

7. Organizing, Controlling, and Directing the Circulation of Money and Credit

In conventional central banking, directing credit to productive activities is not seen as one of the duties of the central bank. In this system, the task of distributing and allocating financial resources is the responsibility of money and financial markets according to the amount of supply and demand, and according to the profitability criteria of economic activities. In conventional banking, there is no guarantee that banks' lending and credit creation will be allocated or consumed in a place that will lead to the provision of public benefit and society (Susanto et al., 2020). Within the framework of the proposed "Islamic Central Banking" model, the Islamic Central Bank is obliged to use its legal powers and make decisions in coordination with the industrial and development strategies of the Islamic community, since banks cannot create money. Projects, priorities Debt sectors and their allocation location and the amount of credit given should have a regulatory and guiding role. This is because the Islamic government in general and the Islamic central bank, in particular, have a supporting and guiding role in the field of production and employment, and they pay special attention to the economic growth and progress of the Islamic society. In the proposed model, the Central Islamic Bank has completely suppressed the credit creation power of the banking system and the creation of money and credit is solely at the disposal of the Islamic government to use it for the growth and strengthening of the national economy. In other words, within the framework of the "Islamic central banking" model, banks and financial institutions will return – literally – to their role as financial intermediaries (Khan, 2013).

The Central Islamic Bank in allocating and directing credit can be demonstrated for the following two reasons: First. Channeling credit can be a key and important tool in aligning economic policies and priorities, without which other policy instruments such as tariffs and subsidies cannot be effective; second. The government has an advantage in directing loans because it has better information than economic sectors. A department should be established within the Central Islamic Bank as the "Credit Management Control Center". To play a controlling and guiding role in determining the priority of dispatch industries, the location of their plans and allocations and the amounts of loans granted based on the plans and strategies formulated by the government. In this structure, the funds control guidance

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center will provide the necessary guidance to banks (as financial intermediaries in the new framework) on the amount of credit and how to allocate it among various economic sectors (Samsami& Mohammadi, 2019).

By regulating, controlling, and directing money and credit, banks must provide all loans to economic sectors and sub-sectors according to the size of economic enterprises (small, medium, and large enterprises) and the way credit is used —provision of machinery and equipment, technology, research and development knowledge production, and provision of working capital—. Within the framework of the "Islamic central banking" model and considering that banks cannot create money and credit, in practice banks and monetary institutions mediate funds and are considered the arm of the central bank in the implementation of credit policies (Hamdan & Zyadat, 2022).

8. Conclusion

The conventional monetary and banking system is created by the human mind and derived from its needs, following its values and intellectual foundations, and is constantly changing and transforming. Such a system cannot be considered a law or a given, and any opposing view cannot be rejected. Outside of conventional economics, serious criticisms have been raised against the functioning of the banking system and the nature of money, and new ideas have been proposed to reform the monetary and banking system. In the Islamic economy, economic institutions such as "Central Banking" and "Islamic Central Bank" need to be established according to the values and frameworks of Islamic society. The prerequisite for Islamic central banking is to have an Islamic bank and monetary structure. Some researchers in the field of money and banking of Islamic economics think that by simply explaining Islamic contracts, by changing the form of banking operations independent of the nature of money and banking system operations and the nature and reason of the central bank in conventional economics By independently Islamizing traditional monetary policy instruments, the monetary and banking system can be resolved and the goals of the Islamic economy can be achieved.

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The ideal Islamic economy is without a money market. However, there is inevitably a money market in the transition from the current situation to the desired situation. Therefore, direct monetary policy instruments should be used, including setting credit limits for each bank, requiring banks to comply with prudential rates, directed loans, and others. In this context, it is very important to pay attention to the asset side of banks' balance sheets to manage the money supply and create money and credit banks within the framework of the central bank's goals and policies. It is necessary to use this tool in the initial stages of monetary transformation towards the Islamization of the banking system.

In the proposed model, a new monetary structure has been created for Islamic central banking, in which banks lack the power to create money (and banking system full storage), and money creation is done only by the Islamic central bank. In this model, the banking institution returns to its real position of financial intermediation. According to the assumptions discussed in the proposed model, the feature that distinguishes Islamic central banking from traditional central banking is a different attitude towards the nature of money and the bank, and therefore the Islamic central bank is designed with a different structure and design tasks (Samsami & Mohammadi, 2019). The most important tasks of the Central Islamic Bank are to create money manage the money supply and direct money and credit towards productive activities to maximize economic growth, increase employment and help improve economic justice.

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ARAŞTIRMA MAKALESİ

İstiklâl Şairi Mehmet Akif Ersoy'un "Asım" Şiirinde Milli

İdeoloji Meselelerinin Yansıması¹

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Özet

Çalışmada büyük Türk şairi Mehmet Akif Ersoy'un "Asım" adlı eseri bütünüyle incelenmektedir. Çalışmada özellikle toplumsal sorunlar, manevi değerler, eğitim ve aile yapısına yönelik yaşanan sorunlar ve değişimler detaylı olarak irdelenmiştir. Ayrıca eserde toplumda milli değerlerin yok olmasının sebepleri belirtilerek bundan kaçış yolları anlatılmaktadır. Karakterler arasındaki diyaloglara atıflarda bulunularak şairin dönemin koşullarını da göz önüne alarak bahsi geçen konularla ilgili yaptığı yorumlara makalede özellikle yer verilmiştir. Böylece şairin tespit ettiği toplumsal sorunlar ve bu sorunların çözümüne ilişkin önerilerini takip etmek için bütüncül bir yaklaşım ortaya çıkmıştır.

Anahtar Kelimeler: Eğitim, Millet, Toplum, Din

Abstract

In the study, the work of the great Turkish poet Mehmet Akif Ersoy called "Asım" is examined in its entirety. In the study, especially the problems and changes regarding social problems, moral values, education, and family structure were examined in detail. In addition, the work explains the reasons for the disappearance of national values in society and ways to escape from this. By making references to the dialogues between the characters, the poet's comments on the mentioned topics, considering the conditions of the period, are especially included in the article. Thus, a holistic approach emerged to follow the social problems identified by the poet and his suggestions for solving these problems.

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Keywords: Education, Nation, Society, Religion

Büyük Türk şairi ve seçkin aydınlarından olan Mehmet Akif Ersoy, tüm kariyeri boyunca milli ve manevi değerlere bağlı olmuştur. Şair hangi konu hakkında yazarsa yazsın her eserinin ana motifi neredeyse aynı fikir, aynı taştır. Ersoy'un lirik, destansı ve aynı zamanda gazetecilik çalışmalarına baktığımızda bunu açıkça görüyoruz. Bu açıdan bakıldığında şairin yarattığı Safahat'ta tüm manevi konuları bulmak mümkündür. "Safahat" çok değerli bir sanat koleksiyonudur. Burada şairin yıllar içinde yazdığı eserler, şiir örnekleri, lirik-destan türünde yazılmış kusursuz sanatsal ve şiirsel örnekler yansıtılmaktadır.

M.A. Ersoy'un "Asım" adlı eseri "Safahat" koleksiyonunun en önemli kitapları arasında yer almaktadır. "Asım", "Safahat" koleksiyonunun altıncı kitabıdır. Aynı isimli şiirin yer aldığı "Asım" kitabında Mehmet Akif Ersoy, söylemek istediği ancak bazı noktalarda ifade edemediği önemli konuları ayrı ayrı karakterlerle gündeme getirmiştir. Mehmet Akif Ersoy'un notuna göre bu eserdeki olayların Fatih yangınından önce Hocasade'nin evinde geçtiği açıktır. Çalışma diyalog ve polemik üzerine kurgulanmıştır. Şair burada bir takım sorunları imgeler halinde anlatmaya çalışmıştır. Bu eserde eleştirilen konular, o dönemde Türk toplumunun ve genel olarak Müslüman dünyasının karşılaştığı küresel sorunlar arasında yer almıştır. Eserde ahlaki değerler, insanların İslam'dan uzaklaşması, okuma-yazma bilmeme, kadınların haklarından mahrum bırakılması ve diğer milli ve manevi değerlerin yok edilmesi ayrı hikâyelerle eleştiriliyor.

Asım'da dört karakter var. Bunlar merhum Hoca Tahir Efendi'nin oğlu Hocasade, Hoca Tahir Efendi'nin öğrencilerinden Köse İmam, Hocasade oğlu Emin ve Köse İmam'ın oğlu Asım karakterleridir. Esere dikkat edildiğinde başlarda Hocasade ile Köse İmam arasındaki konuşma dikkat çekiyor. Ancak bu konuşmalar ve tartışmalar boşuna değildir. Toplumdaki olumsuz durumların sayısının oldukça fazla olduğu ve bu olumsuz durumların bir an önce ortadan kaldırılmasının istendiği, yaptıkları tartışmalardan açıkça anlaşılabilir. Çalışmada birçok konu vurgulanıyor. Toplumun içler acısı hali, eğitimsizlik, cehalet ve bayağılık, ahlaki ve manevi değerlerin yok olması, savaşın yol açtığı toplumsal sorunlar, Batı'nın Doğu üzerindeki hakimiyeti, Müslümanların gelişmişlik açısından geri kalmışlığı, kısaca diyalog sırasında maneviyata yönelik saldırılar sonucunda Türk milletinin ve genel olarak İslam

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dünyasının acı kaderi dikkate alınmaktadır. Hocaşade, Köse İmam'a "Savaş ne zaman bitecek?" diye seslendi. Soruya "Allah onu bilir" diyerek cevap veren Köse İmam, ardından daha önemli bir sorunu ortaya çıkardı. Köse İmam, toplumdaki ahlaki değerlerin yıkılmasından duyduğu üzüntüyü dile getirerek Hocaşade'ye başına gelen bir hikayeyi anlatır. Köse İmam, üç beş yıl önce paşalardan birinin, yaşlanmış olmasına rağmen gün geçtikçe kendine fazla dikkat etmeye başladığını ve giderek namazdan uzaklaştığını, kısacası haklı yolda olmadığını belirtiyor. Bunu hisseden Köse İmam bir araştırma yaparak bu paşanın neden birdenbire böyle değiştiğini bulmaya çalışıyor. Paşanın genç bir hizmetçisi olduğu ve tüm bunların paşanın Rumen hizmetçi Eleni ile evlenmesinden kaynaklandığı ortaya çıkar. Bir gün Paşa, Köse İmamın yanına gelerek servetinin, genel olarak tüm mal varlığının Rumen hizmetçi Eleni adına devredilmesini talep eder. Ancak bu durumda Eleni'nin kendisiyle evleneceğini söyleyen Köse İmam, Paşa'ya çok kızgındır. Paşa'nın evlenme çağına gelmediğini, üstelik dürüst bir eşi olduğunu belirten Köse İmam, bu talihi şiddetle kınıyor ve Paşa'yı uyarıyor:

Çoluğun var, çocuğun var, haremın namuslu,

Yaşın altmış beşi bulmuş, otur artık uslu

Neren eksik, be adam, böyle ne var çıldırarak?

Karı derdiyle yıkılmaz bu kadar yıllık ocak... (7; 413)

Yaşlı paşa, Köse İmam'ın nasihatini dikkate almaz ve doğru olanı yaptığını iddia eder. Rum hizmetçisi Eleni ile evlenen Paşa, bir süre sonra aldatıldığını anlar. Eleni tüm mal varlığına el koyar. Bunu gören Köse İmam, Paşa'nın eski eşi ve çocuklarına üzülür. Köse İmam, Paşa'nın ailesini kurtarmak için yüklü miktarda tazminat almayı başarır ve aileyi Paşa'nın yanlış adımının sonuçlarına katlanmaktan kurtarır.

Bu hikâyeyi Hocaşade'ye anlatan Köse İmam, bu ailenin arka planında bu tür durumlarla karşılaşan ailelere üzülüyor. Köse İmam genel olarak insanların doğru yoldan saparak geçici eğlencelere yönelmelerini şiddetle kınıyor. Köse İmam, Müslüman toplumunun daha önce böyle olmadığını, artık neredeyse tüm değerlerin yok olmaya doğru sürüklendiğini kaygıyla dile getiriyor. Kadim Türk vatanının içler acısı hali Köse İmam'ı çok kaygılandırıyor:

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Yurdu başdan-başa viraneye dönmüş türkün

Dünkü şen, şatır ocaklar yatıyor yerde bu gün (Ersoy, 2007; 420)

Türk milletinin şanlı tarihinin "sayfalarını çevirdiğini" söyleyen Köse İmam, bunu Türk toplumunun bugünkü durumuyla karşılaştırıyor:

Nerde Ertuğrulu koynunda büyütmüş obalar?

Hanı Osman gibi, orhan gibi gürbüz babalar?

Hani bir şanlı Süleyman paşa? Bir kanlı Selim?

Ah, bir Yıldırım olsun göremezsün ne elim!

Hani cündileri, şahin gibi ceylan kovalar,

Köpürür, dalgalanır, yemyeşil engin ovalar?

Hani tarihi soruldukça, mefahir söyler?

Kahramanlar yetişen toprağı zengin köyler?... (Ersoy, 2007; 421)

Köse İmam, milletinin durumunu hüznü bir şekilde dile getirerek, bir zamanlar kahramanlar diyarı olan bu toprakların artık perişan bir durumda olduğunu Hocazade'ye anlatmaya çalışır. Hocazade de son günlerde karşılaştığı hikayeyi Köse İmam'a anlatır. Geçtiğimiz günlerde Kartal'da bir düğüne gittiğini ve birbiri ardına üzücü manzaralarla karşılaştığını söylüyor. Hocazade, insanların düğün adetlerini nasıl unuttuğunu, yoksulluk nedeniyle herkesin zor durumda kaldığını anlatmanın yanı sıra bunu Köse İmam gibi milletin tarihi geçmişiyle de karşılaştırıyor. Zavallı köylülerin zorlu yaşamlarının düğünde bile belli olduğunu üzümlere dile getiriyor ve geçmişi hatırlatıyor:

Ah o yekparelik eyyamı hayal oldu bu gün

Milletin halini gör, sonra da maziyi düşün

Kim bu yalçın sarsılacaktır derdi?

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Öyle sarsıldı ki, edvara tezelzül verdi! (Ersoy, 2007; 426)

Hocazade, Türk milletinin zorlu yaşamını anlatırken, ölenlerin durumunun daha içler acısı olduğunu söylüyor. Bunun nedenini gelişmenin gerisinde görmekte, sefil bir hayat süren Türk köylüsünün zorlu yaşamını, yoksulluğunu üzüntüyle anlatmaktadır. Durum öyle ki, sıradan bir insanın ne malı, ne kıyafeti, ne sağlığı, ne ahlâkı kalıyor. Bütün bunlar çok rahatsız edici. Ayrıca insanların bilimde ve eğitimde geri kaldıklarını vurgulayan Hocazade, bu durumun sebebini halkın cehaletinde ve eğitimsizliğinde görüyor. İşsizler günlerini kahvehanelerde ve oyun oynayarak geçiriyor. Bu cahiller bilimin ve eğitimin faydalarından habersizdirler. Bu çalışmada insanların eğitimi "kapalı bir deftere" benzetilmektedir:

Okumak bahsini geç... Çünkü o defter kapalı

Bir redif zabiti mektepleri debboy yapalı... (Ersoy, 2007; 426)

Burada okul binalarının eğlence mekanına dönüştürülmesi şiddetle kınanıyor. Mehmet Akif Ersoy, eserinin ilerleyen bölümlerinde eğitim konusuna geniş yer ayırmıştır. Her zaman bilime ve eğitimsizliğe karşı olan yazar, eserinde eğitim konularına oldukça yer ayırmıştır. Hocazade ile Köse İmam arasındaki diyalogda o dönemde eğitimin durumu ile ilgili net bilgilere yer verilmiştir. Yazarın kaygılarından biri de genel eğitim kalitesinin düşük olmasıdır. Medrese ve mekteplerde okuyan insanların bilgileri tatmin edici düzeyde değildir. Ersoy, eğitime harcanan paranın faydasız olduğunu gösteren somut gerçekleri de saymayı unutmuyor. Halk için birçok yüksek okul açıldı. Bunların arasında inşaat, tıp, inşaat, veterinerlik, ziraat, mühendislik bulunmaktadır. Ancak bu okulların her birinde eğitim düzeyi düşük olup yetişmiş personele ihtiyaç duyulmamaktadır. Ersoy burada çok ilginç bir karşılaştırma yapıyor. Toplumda üniversite mezunlarının varlığına rağmen iş zorlaştığında mutlaka yabancı uzmanlara yönelildiğini söylüyor. Bu nedenle Türk milleti hâlâ yeterince eğitilmiş değildir. Yazar tüm bunları aşağıdaki dizelerinde ifade etmiştir:

Çok güzel hiçbirini hakkında sözüm yok, yalnız

Ne yetiştirdi ki, şunlar acaba? Anlatınız

İşimiz düştü mü tersaneye, yahut denize,

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Mutlaka adetimizdir, koşarız ingilize

Bir yıkık köprü için Belçikadan kalfa gelir

Hekimin hazıkı bilmem nereden celbedilir.

Mesela, bütçe hesabatını yoktur çıkaran

Hadi maliyyeye gelsin bakalım Müsyö Loran

Hani tezgahınız nerde? Sanayi nerde?

Ya Brükselde, ya Berlinde, ya Mançesterde (Ersoy, 2007; 436-437)

Ersoy bu eserinde Avrupalıların bilim alanında Müslümanlardan önde olma sorununu bir kez daha vurgulamıştır. Şair'e göre sorun sadece okuma yazma bilmeyen personelin varlığı değil, aynı zamanda öğretmenlik yapan kişilerin yeterli bilgiye sahip olmamasıdır. Bu soruna, Asım adlı eserde anlatılan Konyalı öğretmenin hikâyesinde de rastlamak mümkündür. Köse, Konyalı öğretmenin hikâyesini İmam Hoca'ya anlatıyor. Geçen yıl yaz aylarında Konya'dayken bir öğretmenin işten çıkarıldığı haberini duyduğunu söylüyor. Köy öğretmenin işten atıldığı ve okulun kapatıldığı ortaya çıkıyor. Konya halkının önünde konuşan Köse İmam, öğretmeni ihraç ettikleri için onları kınamıştır. Öğretmeni kovan köylünün aynı zamanda okulu yaptıran köylü olduğu ortaya çıkmıştır. Köy okulunu yaptırırken eğitimin gerekli olduğunu anlayan halk, devletten bu okula öğretmen talebinde bulunmuştur. Fakat tüm bu emekler sonuç vermemiştir. Köylü, okulla ilgili düşüncelerini Köse İmam'a şöyle anlatır:

Koca bir nahiye titreşdik, odunsuz yattık

O büyük mektebi gördün ya, kışın biz çattık

Kimse evladını cahil koymak ister mi ayol?

Bize lazım iki şey var: biri mekteb, biri yol

Niye türkün canı yangın, niye millet geridir?

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Anladık biz bunu, az çok senelerden beridir

Sonra bakdık ki hükümetten umup durdukça

Ne mühendis verecekler bize, artık ne hoca... (Ersoy, 2007; 440)

O köylü, atanan öğretmenin adap kurallarına uymadığını, kirli olduğunu, ahlak kurallarına uymadığını, kısacası öğretmenliğe uygun olmadığını söyleyerek onu kovmuştur. Ersoy'un nasıl öğretmen olunacağına dair düşünceleri de ilginç. Tüylü bu konuda şunları yazmıştır (1995; 96): "Dolayısıyla o kişi, Akif'in öğretmen dediği imana, adaba, haysiyete ve vicdana sahip değilse, o öğretmen fen öğretmek yerine millete bilimden nefret ettirir ve cehaletin yayılmasına sebep olur." Mehmet Akif'e göre eğitim de bir eksiklik, yetiştirdiği genç nesile umutsuzluk aşıyor, onları karamsarlaştırıyor."

Köylüyü dinledikten sonra cevap veren Köse İmam, öğretmeni kovmanın çıkış yolu olmadığını söylemiştir. Köse İmam bu hareketi şiddetle kınıyor, öğretmeni kovmakla kurtuluşa giden yolun bulunamayacağını söylüyor. Sonuç olarak insanlar cahil ve okuma yazma bilmiyor. Köylüyle tartışan Köse İmam, bu sorunun öğretmeni eğitimden uzaklaştırmakla değil, onu doğru yola iletmekle çözülebileceğini söylüyor. Eğitim durumu zaten kötüyken, bir öğretmeni görevden almayı yanlış bir hamle olarak gören Köse İmam, durumdan çıkış yolunu insanlara tebliğde bulunmakta görüyor. Köse İmam insanların bu durumuna çok üzülüyor ve şöyle diyor:

Kaynayan bir yara gördüm mü, yanar ta ciğerim

Onu dindirmek için kamçı yerim, çifte yerim

Adam aldırma da geç git, diyemem, aldırırım

Çiğnerim, çiğnenirim hakkı tutar kaldırım... (Ersoy, 2007; 445)

Köse İmam bu hikâyeyi Hocasade'ye anlatırken millet için önemli olan eğitim sorununa bir kez daha değiniyor. Yazar genel olarak Köse İmam imajı üzerinden bir takım sorunlara değinmiştir. Konyalı öğretmenin hikayesi de bu diziden. Köse İmam, Hocasade'ye karşılaştığı olayları anlatırken eğitimle ilgili düşüncelerini de aktarmayı unutmamıştır. Cehalet

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ve bayağılık öyle bir boyuta ulaşmış ki, kimse okumak, eğitim almak istememekte, gün geçtikçe maddi ve manevi olarak daha da yoksullaşmaktadır. Düşünce tarzını geliştiremeyen bir millet, ilerleme ve rönesans yolunda ilerleyemez. Bu nedenle Müslümanların cehalet uykusundan uyanması, eğitim alması, cehaletten kurtulması ve Batı'nın esaretinden kurtulması gerekmektedir. Burada yazar, eğitimle ilgili kaygılı duygularını Köse İmam aracılığıyla dile getirmektedir. Şair aynı zamanda eleştirinin sonuç vermeyeceğini, harekete geçmek gerektiğini de belirtmekten çekinmiyor:

İşte gördün ya, Hocam, millet için lazım olan

Hoca Mandaldaki liman gibi sağlam iman

Titretirsin yine dünyayı, emin ol tir-tir

Hele sen Şarka o imanda beş on sine getir

Zübbe valiye çatan hangi müderrisse, ona

Sorarım ben ki: Açık gördüyü bir hak yoluna,

Kellesinden geçecek molla yetiştirmiş mi?

Oturup sadece, mektepleri tenkid iş mi? (Ersoy, 2007; 464)

Köse İmam, eğitimdeki durumu şiddetle kınamış ve bu durumdan bir çıkış yolu bulunmasını tavsiye etmiştir. Doğu dünyasında eğitimsizlik ve cehalet devam ettiği sürece İslam dünyası Batının esaretinde yaşamaya mahkum olacaktır. Ancak bu millet tarihsel olarak okuryazar ve bilim adamı olmuştur. Artık milletin geri adım attığı, kalkınmanın, ilerlemenin, rönesansın gerisinde kaldığı dönem geldi. "Biz büyük bir milletin çocuklarıyız oğlum" diyen Köse İmam, bu büyük milletin içine düştüğü acı durumu eleştirirken, bu durum değişmezse daha ciddi sonuçların ortaya çıkacağını da göz ardı etmiyor. Doğu dünyası o kadar geri kalmış ki, Batı dünyasına köle olmuş, ona bağımlı hale gelmiştir. Köse İmam, tarihi açıdan güçlü bir milletin durumunu şöyle anlatıyor:

Garbın emriyle yatıp kalkmaya artık mahkum

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Çünkü hakim yaşatan şevketi fenden mahrum

Biz, evet, hasmımızın kudreti irfanından

Binasibiz de o yüzden bu şerefsiz hüsrana (Ersoy, 2007; 494)

Köse İmam toplumdaki olumsuz durumları eleştirirken toplumun tüm sorunlarına değiniyor. Köse İmam, Hocaşade ile yaptığı görüşmede durumun değışeceğine inanıyor. Köse İmam'a bu güveni veren ise çocukları Asım ve Asım gibi gençlerdir. Asım Köse İmam'ın oğludur. Aynı zamanda eğitim için çabalayan, toplumun eksikliklerini gidermek için mücadele eden bir insandır. Ama mücadele şekli de yanlış. Asım, kahvehanelerde vakit harcayanları dövüyor, tehdit ediyor, doğru yolda olmadıkları için eleştiriyor ve onları doğru yola sokmak için tehdit ediyor. Köse İmam ise böyle bir mücadele yönteminin yanlış bir yol olduğunu söylüyor. Durum artık halkın Asım'a sırt çevirdiği noktaya gelmiş ve onun eylemleri halk arasında memnuniyetsizlikle karşılanmıştır. Oğlunu bu tür davranışlardan uzak durmaya çağırarak Köse İmam, kurtuluş yolunun ne tehdit ne de korkutma olduğunu belirtiyor:

Bize, Asım, ne şunun yumruğu lazım, ne bunun

Birinin pençesi ister yalnız: Kaanunun.

Ver bütün kudreti kaanuna ki vahdet yürüsün

Yoksa millet değil ancak dağınık bir sürüsün... (Ersoy, 2007; 486)

Köse İmam, insanları doğru yola çağırmanın ancak irfanla mümkün olabileceğini vurguluyor. İnsanların eğitim alması, hiçbir maddiliği düşünmeden bu yolda çalışması ve bilgili bir insan olması gerekir. Cehaletten bu şekilde kurtulmak mümkündür. Köse İmam'ın dile getirdiği bu fikirler aslında büyük şair Mehmet Akif Ersoy'un dile getirmek istediği fikirlerdir. Mehmet Akif Ersoy da ilerlemenin ve gelişmenin ancak aydınlanarak, eğitilerek mümkün olduğu görüşündedir. Şairin bu görüşleri sanatsal vizyonunu Köse İmam aracılığıyla bulmuştur: "Bu, Akif'in eğitimle ilgili önemli bir görüşüdür. İnsanları cehaletten kurtarmak, daha doğrusu mutluluğumuzu sağlamak için eğitim, öğretimden hiçbir masraftan kaçınmamalıyız. Her türlü çabayı göstermeliyiz. Çünkü eğitim uzun vadeli bir yatırımdır.

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Yapacağımız harcamaların bir kısmı, belki de çoğu boşa gidebilir diye vazgeçmemeliyiz.”
(Tüylü, 1995; 102)

Hüseyin Kazım Bey ile ilgili hikâyede eğitim meselelerine ilişkin düşünceler dile getirilmektedir. Nihayetde varılan sonuç doğaya benzetilmektedir. Doğayı geliştirmek ve bitki neslini devam ettirmek için doğanın koynuna her yıl binlerce tohum ekiliyor ve bu tohumların çoğu yok olsa da bir kısmı da aynı şekilde yaşıyor. Dolayısıyla, eğitim ve öğretimle ilgili fikirlerin şimdiki nesillere aşılmasıyla, bazı insanları parlak bir geleceğe yönlendirmek elbette mümkündür. Ersoy'un milletin ilerlemesi ve kalkınmasıyla ilgili vardığı sonuç, Köse İmam imajı üzerinden Asım'ın dikkatine sunuluyor:

Çünkü milletlerin ikbali için, evladım

Marifet, bir de fazilet... İki kudret lazım

Marifet, ilkin, ahaliye saadet verecek

Bütün esbabı taşır: sonra fazilet gelerek

O birikmiş duran esbabı alır, memleketin

Hayrı ilasına tahsis ile sarf etmek için

Marifet kudreti olmazsa bir ümmette eğer

Tek faziletle teali edemez, zafa düşer. (Ersay, 2007; 493)

Eserde Asım karakteri gelecek nesillerin kurtarıcısı olarak anlatılmaktadır. Babası Köse İmam bu genç adama yurt dışında, Avrupa ülkelerinde eğitim görmesini tavsiye eder. Asım, onun tavsiyesine uyarak Avrupa'ya gitmeye hazırlandığını söylüyor. Bu eserde Asım toplumu kurtarabilecek bir karakter olarak tasvir edilmiştir. Asım, karanlıkta yanan bir ışık, bir söndürme ocağının için için yanan ateşi gibidir ve toplumu aydınlık yarınlara, aydınlık bir geleceğe taşıyacak olan da Asım gibi eğitilmiş gençlerdir. Himmet Uç, Asım'ın imajıyla ilgili olarak şunları yazıyor: "Akif, Asım'ı Köse İmam'ın oğlu olmanın ötesinde büyük işler başaracak bir milletin evladı olarak simgeliyor. Çanakkale'de şehit olan iki yüz elli bin askerin

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temsilcisidir. Orada başarılı olanlar onun evlatlarıdır. İmparatorluğun o yıllarında Kafkasya'da ve Sina'da savaşan nesil Asım'ın neslidir. Gelecekte milleti kurtaracak olanlar onlardır. Köse İmam: "Bizi, başka bir nesli kurtaracak kimse var mı?" Asım'ın soyundan gelen Akif Hocam diyor. (Uç, 2007; 40) Nitekim burada Asım toplumun kurtarıcısı olarak sunulmakta, onun gibiler sayesinde Batı'nın pençesinden kurtulmuş, gelişmiş bir toplum ve devletin oluşacağı fikirleri dile getirilmektedir. Asım'ın yanında ders çalışmaya gidenlere şu önerilerde bulunuluyor:

Bu cihetten hani, hiç yılmasın, oğlum, gözünüz

Sade Garbın, yalnız ilmine dönsün yüzünüz.

O çocuklarla beraber gece-gündüz didinin

Giden üç yüz senelik ilmi sık elden edinin!

Fen diyarında sızan namütenahi pınarı

Hem için, hem getirin yurda o nafi suları

Aynı menbaları ihya için artık burada

Kafanız işlesin, oğlum, kanal olsun arada (Ersoy, 2007; 495)

Eserdeki Hocasade ile Köse İmam'ın diyaloglarına bakıldığında bazen aralarında çatışma yaşandığını gözlemlemek mümkündür. Her iki karakter de tartışmalar sırasında toplumun birçok sorununa değiniyor ve bu sorunları abartmaktan ve dile getirmekten çekinmiyor. Her iki görüntü de yeniliği desteklese de Köse İmam duruma karşı daha keskin bir eleştirel tutum sergiliyor. Köse İmam, yeni ile eski arasındaki çatışma sırasında Asım'ın neslini filizlenen bir embriyo olarak nitelendiriyor ve gelecekte meyve vereceğini öne sürüyor. Genel olarak hem Köse İmam hem de Asım ideal kahraman tipleridir. Yazarın canlandırdığı bu karakterler toplumun çıkarlarını düşünen, milli ve manevi değerlere sahip çıkan kişilerdendir. Ertuğrul Düzdağ bu karakterleri şöyle nitelendirmiştir: "Köse İmam karakteri, Mehmet Akif'in eserlerinde ortaya çıkardığı en önemli ideal kahramandır. Asım da peşinden gelir. Aksine Akif'in idealinde bu ikisi, yaşlı ve genç aynı kişiyi temsil ediyor. Şair, Asım'ın zihinsel ve

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bedensel yapısına, ahlakına, bilgisine, cesaretine ve coşkusuna hayrandır. Ancak her türlü konuyu tartışıp kışkırttığı Köse İmam, Müslüman halkın şaşmaz bilgeliğinin ve ferasetinin temsilcisidir. İnsanın aklında ve yüreğinde fırtınalar kopabilir ama toplum Asım'ın yumruğuyla değil, Köse İmam'ın gösterdiği hikmet ve hukukla ıslah olur. (Düzdağ, 1998; 130)

Mehmet Akif Ersoy anlatmak istediğini bu karakterler aracılığıyla başarılı bir şekilde aktarmayı başarmıştır. Toplumun kurtarıcıları Asım gibi geleceği parlak nesillerdir. "Ben zulmü alkışlayamam, zalimi asla sevmem" diyen bu büyük şair, toplumun eksiklikleri karşısında daima tavizsiz olmuştur (Ersoy, 1994). Ancak Ersoy'u mutlu eden bir şey var ki o da Asım gibi gençlerin bu sorunlarla mücadeleye katılmasıdır. Eser, Asım ve arkadaşlarının Almanya'ya okumaya gidecekleri haberiyle son bulur. Bu Ersoy'un arzuladığı bir adımdır. İlim ve ilme sahip olmak, okuryazar olmak, cehaletin "pençesinden" kurtulmanın en başarılı yolu sayılıyor. Bu nedenle yazar, milli ve manevi değerlere sahip çıkacak bu tür gençleri Asım şahsında hoş karşıyor ve başarılar diliyor.

Genel olarak Asım bu eserde ideal bir kahraman olarak dikkat çekmektedir. Yazar, Asım'ın karşısında görmek istediği Türk gençliğini karakterize etmeyi başarmıştır. Asım, eserin fikir yükünü bünyesinde barındıran ve aynı zamanda Ersoy'un idealize ettiği bir imgedir. M.A. Ersoy'un canlandırdığı bu karakter, toplumun kurtarıcısı olarak nitelendirilirken, aynı zamanda yazarın görmek istediği Türk gençliğinin de sembolüdür. Bu açıdan bakıldığında eserin fikir yükü ve sanatsal ağırlığı oldukça değerli olup insanı doğru konumda olmaya çağıran güçlü eserler arasında yer almaktadır.

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Etik Beyanı: Yazar, bu çalışmanın tüm hazırlanma süreçlerinde etik kurallara uyulduğunu beyan etmektedir. Bilimsel etik konuları ile ilgili aksi bir durumun tespiti halinde tüm sorumluluk çalışmanın yazarına ait olup, Milestone dergisinin hiçbir sorumluluğu bulunmamaktadır.

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RESEARCH ARTICLE

Crafting Effective Teaching: Insights from Student Perceptions¹

Hilal ERKOL²

Engin ASLANARGUN³

Abstract

The methodologies and techniques utilized for effective teaching and acquisition of knowledge have significant effects on the educational process. The use of thoughtful, polite, and authoritative communication and behavior styles, together with successful teaching strategies, influence students' opinions of what constitutes effective teaching. Hence, the aim of this research is to explore and highlight the multifaced factors influencing students' perceptions of effective teaching. The study utilized a case study technique within the realm of qualitative research. Data was gathered from 132 students who were selected on a voluntary basis, using a semi-structured interview form. The data gathering process involved the combined use of convenience and purposive sampling approaches. The research findings suggest that the most desirable teaching behaviors are those that encompass communication abilities such as being concerned, understanding, respectful, authoritative, equal, moderate, and knowledgeable, are the most preferred teacher behaviors. The effectiveness of teachers' actions significantly influences the quality of education and pedagogy, while visual and auditory materials have a profound influence on the process of learning.

Keywords: Effective teaching, Interpersonal abilities of teachers, Students' perceptions.

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Özet

Etkili öğretim ve bilgi edinimi için kullanılan yöntem ve tekniklerin eğitim süreci üzerinde önemli etkileri vardır. Başarılı öğretim stratejileriyle birlikte düşünceli, kibar ve otoriter iletişim ve davranış tarzlarının kullanılması, öğrencilerin etkili öğretimin ne olduğuna dair görüşlerini etkiler. Dolayısıyla, bu araştırmanın amacı, öğrencilerin etkili öğretim algılarını etkileyen çok yönlü faktörleri keşfetmek ve vurgulamaktır. Çalışmada nitel araştırma kapsamında bir örnek çalışma tekniği kullanılmıştır. Veriler, gönüllülük esasına göre seçilen 132 öğrenciden yarı yapılandırılmış bir röportaj formu kullanılarak toplanmıştır. Veri toplama sürecinde uygunluk ve amaçlı örnekleme yaklaşımları bir arada kullanılmıştır. Araştırma bulguları, en çok tercih edilen öğretmen davranışlarının ilgili, anlayışlı, saygılı, otoriter, eşit, ılımlı ve bilgili olmak gibi iletişim becerilerini kapsayan davranışlar olduğunu göstermektedir. Öğretmenlerin davranışlarının etkililiği, eğitimin ve pedagojinin kalitesini önemli ölçüde etkilerken, görsel ve işitsel materyaller de öğrenme süreci üzerinde derin bir etkiye sahiptir.

Anahtar Kelimeler: Etkili öğretim, Öğretmenlerin kişilerarası becerileri, Öğrenci algıları.

1. Introduction

In the dynamic realm of education, there is a strong emphasis on developing an "empowered educational workforce" (Miller and Miller, 2001), and teaching should be a mixture of science and art. So teachers emerge as pivotal architects, shaping students' perceptions and experiences through a combination of thoughtful, respectful, and authoritative roles. Researchers are currently working to develop a science of successful learning that goes beyond traditional models. They recognize the complex interaction between different communication abilities and distinct learning modalities (Kramer and Pier, 1999). This complex tapestry encompasses components such as humor, effectiveness, and flexibility, influencing students' outcomes in realms beyond academics. Indeed, humor, effectiveness, and flexibility are all associated with effective teaching and have a positive impact on a variety of student outcomes, including higher self-esteem in school, striving to please teachers, and thus greater academic motivation and achievement (Andrzejewski and

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Davis, 2007; Bolkan, Griffin, and Goodboy, 2018; Duta, 2015; Frymier and Houser, 2009; Goodboy and Myers, 2008; Lee, 2012; Stuart and Rosenfeld, 1994).

Despite the lack of sufficient data to show how humor is effective in the classroom, the use of humor by teachers has been a contentious subject in educational literature. (Nussbaum, Holladay, and Comadena, 1987). Teaching is about acting as a performer as well as developing and maintaining relationships and human connections (Claus, Booth-Butterfield, and Chory, 2012). So, the teacher's role in the classroom includes communicating, engaging with, and entertaining students (Savage, Lujan, Thipparthi, and DiCarlo, 2017). In this context, humor might create an enjoyable learning environment that could encourage students to focus on their lessons (Bolkan, Griffin, and Goodboy, 2018; Stuart and Rosenfeld, 1994). Stated differently, humor is one of the significant factors that affects student outcomes, such as playing a significant role in a student's motivation and success in the classroom.

Teachers' communication abilities are another component that influences student outcomes. Many teachers fear developing personal connections with their students and losing control in the classroom. However, personal communication is crucial for interpersonal and psychological communication (Dobransky and Frymer, 2004). Seeing each other as individuals helps with adult health and communication; teachers and students should do the same. This approach emphasizes the teacher's responsibility to draw attention to student behavior and achievements, resulting in successful teaching (Frymier and Houser, 2009; West, 2014). So being thoughtful and respectful is essential for teachers to possess, since it is one of the most crucial communication skills. Indeed, teacher immediacy behaviors, such as raising more smiles, using more eye contact, communicating at physically closer distances, being more vocally expressive, using touch in more socially appropriate ways, utilizing an open body position, and making more classroom arrangements for interaction, have been found to be positively associated with effective teaching (Norton and Nussbaum, 1980; Nussbaum, 1992; Sallinen-Kuparinen, 2009) and different student outcomes (Lee, 2012). As a result, the way teachers manage a class influences it (Lewis, Romi, Katz, and Qui, 2008).

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Teachers who have effective communication and teaching behaviors (e.g., interpersonal closeness or showing authoritarian behaviors) affect students' perceptions of the learning process (Fishera, Waldrip, and den Brok, 2005; Pomeroy, 1999). This is also true because the values and beliefs that teachers uphold have an impact on the majority of students (Brady, 2011; den Brok, Levy, Rodriguez, and Wubbels, 2002; Houser and Frymier, 2009). Besides teachers' help, teaching methods and techniques also play an important role in effective teaching. The growing awareness of the importance of effective teaching and learning methods and techniques, as well as Gardner's (2011) research, which theorizes that individuals have eight or more relatively independent intelligences and that learning opportunities in the classroom should allow students to develop their abilities, raises the question of which teaching method is most appropriate? or Is there one teaching method that can be used for all students? However, the quality of the teacher and his or her professional expertise in the field of teaching, in addition to his or her behavior, are key factors in the success of any technique (Fidan, 2008).

The capacity of instructors to manage their classes has an impact on students' concentration and their attitudes towards academics (Fishera, Waldrip, and den Brok, 2005; Pomeroy, 1999; Lewis, Romi, Katz, and Qui, 2008). Additionally, as several studies (Becker, Goetz, Morger, and Ranellucci, 2014; Rodrigo-Ruiz, 2016; Sutton, Mudrey-Camino, and Knight, 2009; Wubbels & Brekelmans, 2005) have shown, it is crucial to acknowledge the impact of teachers' emotional management skills on student outcomes. The impact of teachers' attitudes and beliefs on different student outcomes serves as an attractive example of this approach (Brady, 2011; den Brok, Levy, Rodriguez, and Wubbels, 2002; Houser and Frymier, 2009). Furthermore, several studies highlight the impact of different techniques and methods on student outcomes (Gardner, 2011; Fidan, 2008).

So the aim of this study is to explore and highlight the multifaceted factors influencing student perceptions of effective teaching, including the role of an empowered educational workforce, the blend of science and art in teaching, the impact of teacher behaviors such as humor, effectiveness, and flexibility, the significance of appropriate teaching methods and communication skills, and the importance of fostering interpersonal

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connections between teachers and students. This exploration seeks to contribute to a deeper understanding of the complex dynamics in the classroom, aiming to enhance educators' abilities to create an engaging and supportive learning environment conducive to student motivation, achievement, and overall well-being.

2. Method

2.1. Research Model

The case study technique, a type of methodology for qualitative research that takes into account both the study's subject and its conclusion, was used to create this study since it is about the students' perceptions of effective teaching. An empirical research method known as a case study examines a current event within its own real-world context, gathers in-depth data by using a variety of informational sources (such as observations, interviews, audio-visual material, documents, and reports), and produces an in-depth report (Creswell, 2007; Yıldırım ve Şimşek, 2011). The researcher(s) must initially define the research area before beginning a case study on the issue. Because of this, the subject discussed in the case studies serves as an illustration of a phenomenon. Students' impressions of effective teaching are a phenomenon that will contribute to the field of education, according to the researchers who are conducting the research mentioned above. Students have a significant role in developing open social systems in schools.

2.2. Study Group

The research was conducted using convenience sampling, one type of purposive sampling method. Convenience sampling is mostly used in cases where the researcher does not have the opportunity to use other sampling methods. In this study, the researchers conducted the study with 132 volunteer students who were selected from an Anatolian high school in Kocaeli, from all grades from 9th to 12th. Before the interview process began, information was given to the students about the research aim and what it was used for. The degree and numbers of volunteer students who were interviewed in the research are given in Table 1.

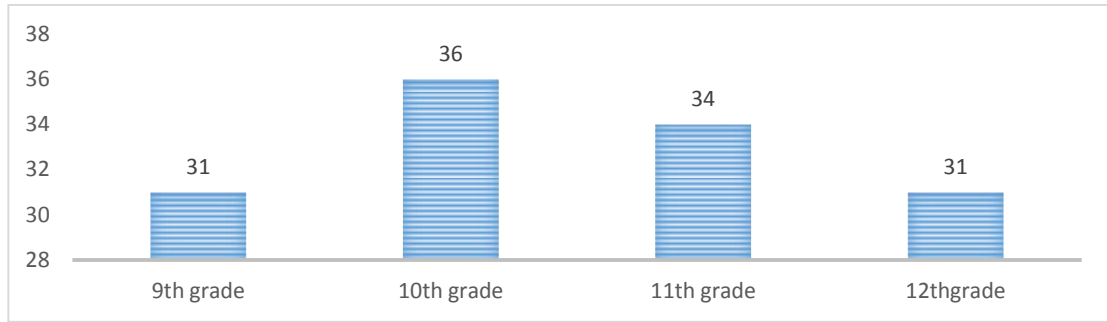
Table 1. The Degree and Numbers of Volunteer Students

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As Table 1 is examined, it is seen that each of the 9th and 12th grades, 31 students participated in the research while 36 students from the 10th grade and 34 students from 11th grade participated in the research.

2.3. Data Collection Tools

In this qualitative descriptive research, a series of semi-structured interviews served as one of the most significant sources of data for the case studies (Yin, 2003). The interviews, which lasted for about forty minutes, took place in the students' classes at their schools and used an interview form that the researchers had created to capture the subjective opinions on the subject. The students were initially handed the interview form during the data gathering process. Then, a suitable classroom environment was created for students to be able to answer questions independently. Depending on the nature of the problem and the researcher's expectations, qualitative research techniques like document analysis in case studies can be used alone or together (Yıldırım and Şimşek, 2013). Additionally, by acting as an observer and using documents, the researcher can draw conclusions about the situation without falling for deception (Vu and Feinstein, 2017). With the aim of collecting data the following questions were asked:

- If you were a teacher, how would you behave toward your students?
- How do you think teaching should be done?
- In your opinion, what should the teachers do in the lessons?
- Which teaching methods and techniques do you prefer?

2.4. Data Analysis

In the study, the data obtained from the teachers using the interview technique were examined with descriptive analysis. In descriptive analysis, the data obtained is summarized and interpreted according to previously determined themes (Yıldırım and Şimşek, 2011). In this context, the analysis was conducted in three stages: (1) creating a framework for descriptive analysis; (2) processing the data according to the thematic framework; and (3) ensuring validity and reliability.

Creating a framework for descriptive analysis: A framework that was structured around the themes for the data analysis was created based on the research questions, the conceptual framework of the research, and the questions included in the interview form. As a result of the framework created, it was decided to examine it under the headings “The participants' perceptions of teacher behaviors” and “Their perceptions of teaching methods and techniques.”.

Processing the data according to the thematic framework: At this point, the researchers first numbered the interview forms, then simultaneously analyzed the data to identify codes and themes. The framework created for descriptive analysis was used as a basis for deciding under which headings the codes and themes would be placed.

Ensuring validity and reliability: In order to ensure validity, the literature was based on the creation of the interview form. In addition, before applying the created interview form, an expert opinion was sought, and the form was given its final shape after necessary corrections were made as a result of the expert opinion. In addition, during the interview process, the participants were asked to support their views with examples so that their views were associated with real events. In order to ensure the external validity of the research, the participants were informed about the purpose, process, and data analysis of the research. In addition, in order to increase the reliability of the research, the adjective "some" was used instead of the proper names of students and teachers.

Describing and interpreting the finding: At the last stage, the data were analyzed and interpreted under the determined themes. Direct quotations support the findings because rich descriptions are crucial in qualitative research (Denzin and Lincoln, 2005). Finally, the findings were discussed and interpreted within the framework of the literature.

3. Findings

Direct quotations from students who expressed their opinions on these themes and the themes that emerged from the analysis of the qualitative research's findings in the context of the study's goals and research questions. The findings are analyzed under the heading "Participants' perceptions of teacher behaviors and teaching methods and techniques" in line with the aims and sub-objectives of the research. and research questions. The findings are analyzed under the heading "Participants' perceptions of teacher behaviors and teaching methods and techniques" in line with the aims and sub-objectives of the research.

3.1. Participants' Perceptions of Teachers' Behavior

In order to define the perceptions of the teacher behaviors necessary for effective teaching, which is the first sub-goal of the research, the participants were asked, "If you were a teacher, how would you treat your students?". This question is aimed at determining the behaviors that students expect from their teachers. When the answers given to the question in question are analyzed, it is seen that the themes of "thoughtful, respectful, and authoritarian" come to the fore. Some of the participants' views on the "thoughtful" theme are as follows:

I would behave toward them with kindness and understanding; I would not discriminate against them. I would try to understand them (P. 5).

I would behave kindly and try to understand their psychology. I would support them when necessary, and I would talk about their daily lives (P. 35).

I would show empathy towards my students. Of course, that does not mean I would grant their every wish, but I would be a caring teacher (P. 81).

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When the opinions of the participants on the thoughtful theme are analyzed, it becomes clear that students expect their teachers to behave in a polite, understanding, supportive, fair, and empathetic manner. The “respectful” theme was another one that students brought up in relation to the teacher's behavior. The following are a few of the participants’ views on this theme:

I do not believe that teachers treat all students equally. I would treat all my students equally, even if they were unsuccessful (P. 4).

Certainly, I would not behave like a teacher in this system. This profession is their choice. If they had chosen this profession, they would have loved their students. So if I were a teacher, I would love and respect my students (P. 42).

I would behave more respectfully than my teachers (P. 64).

Examining the participants’ opinions on the respectful theme, it is interesting to observe that the students consider equality a sign of respect. The use of love to describe the profession is another notable theme of discovery. The statements made by the participants indicate that the realization of respect requires love. Another theme that draws attention to the perceptions of the participants regarding teacher behavior is the "authoritarian" theme. Some of the opinions expressed by the participants regarding this theme are as follows:

If I were a teacher, I would not threaten my students with disciplinary action but rather give them zero points (P. 65).

I would display an authoritarian attitude toward my students. I would not allow them to be disrespectful (P. 85).

I would behave as if I were the principal. If necessary, I would remain silent (P. 117).

It becomes clear through an analysis of the participants’ opinions on the topic of “authority” that teachers and students have different perspectives on the idea of authority.

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Participants believe that it is important for their teachers to demonstrate authority during the lesson because they perceive their teachers' threatening behaviors, such as discipline and failing grades, as well as their lack of strength and their good-intentioned condoning of students' disrespectful behavior, as actions that undermine authority. Students believe that adopting excellent teaching methods and approaches is another activity that must be undertaken.

3.2. Perceptions and Preferences of Participants on Teaching Methods and Techniques

Three questions were asked of the participants in order to define their perceptions about the teaching methods and techniques necessary for effective teaching, which is the second sub-objective of the research. The first of these is “How do you think teaching should be?” and the second is “In your opinion, what should the teachers do in the lessons? And the third is, “Which teaching methods and techniques do you prefer? With the first question, it is aimed to define the perceptions of the students about effective teaching, and with the second and third questions, it is aimed to define the preferences of the students on teaching methods and techniques for effective teaching. When the answers given to the first question are examined, it is seen that the concepts of "humor, effectiveness, and flexibility" come to the fore. Some of the participants' views on the "humor" theme are as follows:

I would prefer lessons that include visual materials such as films, slides, and fun activities (P. 3).

I would prefer fun activities (P. 30).

Classes should not be monotonous because sometimes the teacher can talk about different topics (P. 68).

When the opinions of the participants on the theme of humor are analyzed, it reveals that teaching materials consisting of entertaining, audio-visual material stand out. In addition, the participants also emphasize that teachers' sense of humor is an important teaching strategy.

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The participants also emphasized the concept of “effectiveness”. The following are some of the participants’ opinions on the subject:

I would like to have a few examples containing the essence of the subject instead of a lot of exercises (P. 55). (The essence of the subject)

We can lose our attention during class, so teachers can divert our attention from jokes or talking about cultural knowledge. Teachers who have good cultural knowledge are more successful in teaching because they can hold students’ attention more easily (P. 53). (Draw attention)

If teachers are more active, courses may be more enjoyable. Some of our teachers read the coursebook and printed it for us during the lesson (P. 83). (Active)

Teachers always talk to themselves. They can teach us through mutual dialogue or by chatting (P. 34). (Positive Communication)

Some of our teachers tell the lesson in such a quiet voice that I can hardly hear them. How can I understand the lesson in such a situation? (P. 46). (Loud voice)

As the opinions of the participants on the theme of effectiveness are analyzed, it is noticeable that difficulties like transferring the essence of the subject, being interesting, being active, having positive communication skills, and speaking aloud are important. When the aforementioned themes are examined, it becomes clear that the participants expect their teachers to emphasize the key ideas of the subject and to talk aloud while they present the lesson. In addition, the participants note that the effectiveness of the lesson is increased by including humor in the lesson and, when appropriate, general cultural information about the subject. The participants’ emphasis on communication as it relates to the effectiveness theme is a further issue. According to participants’ opinions, communication is a key factor in both good teaching and teacher behavior. And flexibility was the final theme that the participants

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highlighted. Some of the opinions expressed by the participants regarding flexibility are as follows:

They behave badly toward the students speaking during the lesson. If they behave more understandingly towards the students, courses may be more understandable, and students may be more successful (P. 71).

They can release us after teaching for a limited time (P. 89).

The teacher should increase students' motivation with a five-minute talk at the beginning of the lesson (P. 132).

It becomes clear from an analysis of participant opinions that flexibility is yet another essential component of effective teaching. Effective teaching is harmed when teachers react excessively aggressively, fail to comprehend their students, do not care about their motivation, and interrupt themselves while teaching. In this context, it is clear that students prefer teachers who can effectively manage the learning process, have a strong command of a variety of teaching methods and techniques, and who can choose the most effective combination of those methods and techniques. In addition, the participants also emphasize the significance of strategies and techniques for effective teaching. "Examples, visual materials, and different course equipment" themes emerge when participants' perceptions of the methods and strategies they favor for effective teaching are examined. The following are some of the participants' views on the usage of examples:

More examples should be given (P. 19).

They can show more dedication. Others do more exercises than us because some of our teachers don't give us worksheets by saying the copier is broken (P. 36).

More examples should be given, and more worksheets should be given to us for a better understanding of the subject (P. 60).

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When the opinions of the participants are examined, it becomes clear that the teaching strategies that the students want for effective teaching are a more in-depth sample solution on the subject and the reinforcement of the subject through activities like worksheets and tests. Visual components are considered another aspect of effective teaching by the students. The following are some of the students' opinions on the matter:

I would like a visually enriched lesson. We may watch films and slides about the subject (P. 3).

To materialize what we learn, we should do more experiments using technological devices (P. 41).

Everybody can't learn by writing. The teacher can solve problems with us on the board one by one, or they can use more visual materials (P. 50).

In light of the perspectives expressed by the participants, it appears that students consider visual materials important aids in an effective teaching strategy. The usage of more visual elements on the subject helps with learning by reinforcing the material. Some students, meanwhile, feel that the use of visual aids is insufficient and contend that more course materials are required for efficient instruction. Following are some of the participants' opinions on the subject:

I try to use different materials to create an amusing environment and to make the subject more understandable (P. 5).

Students have multiple intelligences, so different methods and techniques and appropriate course tools should be used in lessons (P. 18).

Most of our students use only boards and student books. This is boring for many of the students. If I were a teacher, I would use different visual materials or invite an expert (P. 24).

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In some visual lessons, such as geography, using documents and maps provides many more advantages than using students' books as course materials (P. 47).

By processing in the laboratory in courses such as physics and chemistry, teachers would try to provide students' interests (P. 99).

As a result, the use of different course materials, such as visual, auditory, experimental, test papers, worksheets, fun, and kinesthetic tools and materials, has a positive impact on effective teaching, and when the perspectives of the students on effective teaching are examined, it is seen that the methods and techniques used in the lessons are as effective as the teacher's attitudes and behaviors.

4. Conclusion

Teaching is a multifaceted procedure. Therefore, it is crucial that teachers, who are accountable for the holistic growth of students, ensure the efficacy of the teaching process by incorporating pedagogical ideas and practices. However, a proficient pedagogical approach alone is insufficient for persons who have undergone formal training in the discipline of education as a profession. Achieving success in interpersonal relationships and demonstrating authority are crucial prerequisites for effective teaching. Another crucial factor for successful teaching is the efficacy of teachers. The primary efficacy of a teacher encompasses the content to be taught, the teaching techniques to be employed, and the timing of teaching. the target audience for teaching. the rationale for teaching and the place of teaching (Ayua, 2017). Indeed, other research can be found in the literature that examines the effects of strong teacher dominance, teacher proximity, and good teaching behaviors on students (Ibrahim and El Zaatari, 2019; Olivier, Galand, Hospel, and Dellisse, 2020; Wubbels and Brekelmans, 2005).

Upon analyzing the findings of this study, it becomes evident that the main themes are "thoughtful, respectful, and authoritarian." Under these themes, it is evident that teachers who are fair, empathetic, understanding, kind, and supportive have an equitable attitude toward their students and stand apart from other teachers. The findings of this study confirm the conclusions of Kim and Schallert (2011), who stated that trust plays the role of a mediator in

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fostering understanding and rapport between students and teachers. Additionally, the results support the notion that teacher behaviors have a positive impact on the efficacy of the teaching process (Pennings, Brekelmans, Sadler, Claessens, van der Want, and van Tartwijk, 2018), highlighting the importance of teachers' behavior in enhancing classroom climate and communication. The article provides insights on effective strategies for intervening and modifying classroom behavior (Siegel-Stechler, 2021). Furthermore, the research findings indicate that teachers should display authoritative behavior, characterized by explicit communication, in order to facilitate effective teaching. It is emphasized that permissive attitudes towards disrespectful student behaviors, or insufficient clarity in teachers' expressions, undermine the effectiveness of teaching.

Clear directions used by the teacher in the classroom cause not only positive student behaviors but also affect students to show more interest in course materials in line with their interests. Therefore, clear actions enable students to realize the significance of the subject matter, enhance their self-confidence, and give them a sense of purpose. This situation causes a positive relationship between the clarity of the teacher and the emotions of empowerment experienced by the students (Houser and Frymier, 2009). The research findings also indicate that including additional education methods and strategies, in addition to using appropriate course materials, enhances the efficacy of teaching among educators. This finding supports research findings that different educational resources, including graphics, different objects, images, signs, symbols, songs, games, and audio-visual materials, enhance the effectiveness of teaching (Dolati ve Richards, 2011; Kumar, 2021; Roediger, 2006; Rose and Howley, 2007; Wilhelmsen and Felder, 2021; Wellington and Stackhouse, 2011; Zebehazy and Wilton, 2014).

To sum up, teachers possess strong subject-matter expertise and keep aware of developments in education (Kim and Schallert, 2011; Schulte, Slate, and Onwuegbuzie, 2008). They also possess professional experience as well as effective language and communication skills (Fidan, 2008; Roediger, 2006; Rose and Howley, 2007; Wellington and Stackhouse, 2011). Finally, their command of teaching methods and techniques is critical to their ability to teach effectively. Nevertheless, the proficiency of teachers in teaching methods and techniques

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is inadequate without addressing other concerns. Simply speaking, the stated qualifications of teachers are comprehensive. Within this framework, it can be asserted that the achievement of efficient pedagogy is interconnected with teacher training (Kim and Schallert, 2011; Schulte, Slate, and Onwuegbuzie, 2008). Teachers should have professional experience, excellent communication and language skills (Fidan, 2008; Roediger, 2006; Rose and Howley, 2007; Wellington and Stackhouse, 2011), as well as knowledge of teaching methods and techniques, in order to be effective. However, teachers' competency in teaching methods and techniques is inadequate in the absence of other issues. Stated differently, the specified requirements for teachers are comprehensive. In this context, it can be said that the achievement of effective teaching is connected with teacher education.

A number of additional factors also have an impact on the situation, including the rapid development of technology, social changes in recent years (such as the suspension of formal education due to pandemics and earthquakes), and changing demographics of students, which also make teacher changes necessary. In today's education process, there has been a significant increase in the use of technology in education, such as smart boards, digital teaching programs, instructional YouTube channels, and different technological applications used in classrooms, which has resulted in a decrease in student-teacher communication. The excessive use of technology during classes leads to monotony, while the student's unrestricted access to the same technology at any time and location diminishes the authority in the classroom. On the other hand, there is greater communication in classes when humor is used as a teaching tool and technology is used to provide diversity to the curriculum. So communication and humor should be emphasized in teacher education, with the use of technology, within the specific environment.

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ARAŞTIRMA MAKALESİ

Bahtiyar Vahapzade'nin Eserlerinde Azerbaycan Dili Meselesi¹

Ofelya Babayeva²

Özet

Bahtiyar Vahapzade Azerbaycan edebiyatında milli kimlik ideolojisini ve anadil sevgisini eserlerinde büyük özenle yansıtmış şairlerden biridir. Şair milli düşünceyi sadece eserlerinde yansıtmakla kalmamış, aynı zamanda bir vatandaş ve gazeteci olarak da fikirlerini tüm mecralarda açıkça ifade etmiştir. Okuyucuları sürekli “düşündüren” şair, eserlerinde özellikle anadilinin milli kimlik ve soykök üzerindeki etkisine vurgu yapmıştır. Çalışmanın amacı Bahtiyar Vahapzade'nin çeşitli eserlerinde anadili ile ilgili görüşlerini ve bu görüşlerin ifade şekillerini incelemektir.

Anahtar Kelimeler: Anadili, Azerbaycan dili, Ulusal dil ve kimlik, Bağımsızlık

Abstract

Bakhtiyar Vahapzade is one of the poets in Azerbaijani literature who has reflected the national identity ideology and love of mother language with great care in his works. The poet not only reflected the national thought in his works, but also openly expressed his ideas in all his creations as a citizen and journalist. The poet, who constantly makes the readers "think", emphasized in his works the effect of the mother language on national identity and genealogy. The aim of the study is to examine Bahtiyar Vahapzade's views on his mother language and the ways of expressing these views in his various works.

Keywords: Mother language, Azerbaijan language, Native language and identity, Independence.

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1. Giriş

Bahtiyar Vahapzade, Azerbaycan edebiyatında milli kimlik ideolojisinin ve vatanseverlik ruhunun güçlendirilmesinde özel hizmeti olan yazarlardan biridir. Bahtiyar Vahapzade, sadece milli düşünceye ve milli ideolojiye dayalı bir sanat külliyatının sahibi değil, aynı zamanda bir vatandaş olarak milletin bağımsızlığı için yorulmadan mücadele eden bir dâhidir. Eserleriyle sürekli "düşünen ve düşündüren" usta şair, her zaman şair-vatandaş konumunu sergilemiş, ulusal edebiyatı zenginleştirirken milli düşüncenin uyanmasında vazgeçilmez bir rol oynamıştır. Eserlerini incelediğimizde lirik yansımalar, felsefeyle, kökene bağlılık, milliyetçilik, Azerbaycançılık, aşk, kadercilik gibi çeşitli konularda yazılmış zengin bir külliyatın olduğunu görebiliriz. Onun milli ve manevi değerlere olan bağlılığı, onun "lirik benliğini" tanımlamasında, şair-vatandaş konumunu ortaya koymasında, bağımsızlık düşüncelerini ifade etmesinde bir deniz feneri rolünü üstlenmiştir.

Bahtiyar Vahapzade aynı zamanda edebiyat eleştirmeni, bilim adamı ve araştırmacıydı. Asırlardan süzülen zengin ulusal edebiyatı araştıran ve yayan usta şair, daima "Azerbaycançılık" kavramından söz etmiştir. Özellikle Samad Vurgun'un mirası üzerine çalışan bir araştırmacı olarak Vahapzade, çok sayıda değerli bilimsel ve teorik değerlendirmenin yazarıdır. Vahapzade'nin "Ceylan", "Tek Yürekte Dört Mevsim", "Sade İnsanlar", "Açılış Sabahlarına Merhaba", "Sonbahar Düşünceleri", "Kendimle Sohbet", "Baharın Yutkunması", "Açık Sohbet", "Sadelikte Büyüklük" vb. kitaplarında şairin yurtseverlik duygusunu ve felsefi görüşlerini açıkça görmek mümkündür. Aynı zamanda yazarın "Muğam", "Atılanlar", "Gülüstan", "Ebedi Heykel", "Şebi-Hicran" , "Yağmur Sonrası", "Yollarda İzler Kalır", "Çılgılık", "Kendimizi Kesen Kılıç", "Vicdan" vb. eserlerinde manevi dünyasının, felsefi görüşlerinin, söyköke bağlılığının, vatan sevgisinin canlı tezahürlerine tanık oluyoruz. Bu nedenle şairin zengin mirası yüzyıllar sonra bile geçerliliğini kaybetmeyecek güce sahiptir. Halkın bağımsızlığı için hem kalemlerle hem de sözle mücadele eden şair, bireysel tutumu ve eserleri ile sonsuz hayata hak kazanmıştır.

2. Bahtiyar Vahapzade'nin Eserlerinde Vatanseverliğin Esas Kriteri olarak Ana Dili

Bahtiyar Vahapzade'nin vatanseverliği hayatı ve eserleriyle özdeştir. Şair, gerçek hayatta vatansever, milliyetçi, Azerbaycan diline değer veren bir insan olduğu gibi, eserlerinde de bu görüşünü bir bütün olarak yansıtmaktadır. Şairin yaşadığı dönem, SSCB olarak adlandırılan sosyo-politik oluşum ve sonrasındaki döneme yani bağımsızlık yıllarına denk gelmektedir. Buna rağmen büyük şair her devirde ülkesini sevmiş ve memleketine olan sevgisini göstermiştir. Şair, vatanını ve dilini çok sevmiş, insanları da bu sevgiye çağırmıştır. SSCB döneminde halkın Rus diline yönelmesi ve Azerbaycan dilinin bir miktar gölgede kalması şairi kaygılandıran konular arasında olmuştur. Şairin ruhu ve eserleri tamamen vatanseverlik duygusuyla yoğrulmuştur. Vatanını seven, milletini seven, tarihi geçmişine değer veren bir insanın dilini de sevmesi gerektiğini söylemeye gerek yoktur. Bahtiyar Vahapzade özellikle “Ana dil”, “Anne ninnisi, çocuk dünyası”, “Latin dili”, “Oğluma”, “Anneme”, “Ana dilim”, “Kendimden kendime şikâyet”, “Memleketinden Yıllardır”, “Cevap” vb. şiirlerinde anadilini milletin temel göstergesi olarak nitelendirmiş, herkesi ana diline sahip çıkmaya çağırmıştır. Şair burada Azerbaycan dilinin eskiliğini ve eşsiz güzelliğini vurgulamayı unutmamış, Azerbaycan diline olan sevgisini somutlaştırmış ve vatandaşları Azerbaycan dilini korumaya ve yükseltmeye çağırmıştır.

Bir edebiyatçı olarak Bahtiyar Vahapzade, Azerbaycan dili hakkında yorum yapmayı ihmal etmemiş, birçok makalesinde anadili konuşmayanları eleştirmiştir. "Dile dair sorgulama", "Ana dilim - ana köküm", "Tarih, dil, gelenek", "Yine ana dile dair", "Baştan su kaynar", "Dilimiz - edebiyatımız", "Ana dil devlet dilidir", "Yoğurt siyah olamaz", "Dil doğal ve güzeldir", "Dil ve alfabe", "Yetkililer hala çocuklarını ana dil okullarında okutmuyor", "Dilimizin ve milletimizin adı", “Ana dil, yine ana dil” vb. yazılarında Azerbaycan dilinin güzelliklerinden bahsetmiş ve ana dilini sevmeyi vatanseverliğin ana kriterlerinden biri olarak değerlendirmiştir. Şair burada vatandaşlık konumunu ortaya koyarak herkesi kendi ana dilinin değerini bilmeye ve onu yaşatmaya çağırmıştır.

2.1. Bahtiyar Vahapzade'nin "Ana dil" Şiirinde Azerbaycan Diline Duyulan Değer ve Sempatinin Yansıması

Vatansever bir şair olan Vahapzade, anadili olan Azerbaycan diline olan sevgisini sanatsal, bilimsel ve gazetecilik yazılarında her zaman somutlaştırmıştır. Şair, “anadil” derken, devlet dili olan Azerbaycan dilini kastetmiştir. Sovyet döneminde Rus dilinin bazı noktalarda Azerbaycan dilini geçmesi şairi endişelendirmiştir. Bahtiyar Vahapzade "Ana Dil" şiirinde özellikle ana dil hakkındaki düşüncelerini şöyle dile getirmiştir:

Dil açanda ilk defa “ana” söyleyirik biz,

“Ana dili” adlanır bizim ilk dersliyimiz.

İlk mahnımız laylanı anamız öz südüyle

İçirir ruhumuza bu dilde gile-gile (Vahapzade, 2004:6)

Şair, bize her şeyin ana dilimiz aracılığıyla öğretildiğini, geçmişten miras kalan bu dili korumamız ve gelecek nesillere aktarmamız gerektiği görüşündedir. Ana diline kıymetli bir hazine gibi değer veren bağımsız şair, ana dilini "ruhumuz", "aşkımız", "canımız" olarak ifade etmektedir:

Bu dil bizim ruhumuz, eşgimiz, canımızdır,

Bu dil bir-birimizle ahdi-peymanımızdır.

Bu dil tanıtmış bize bu dünyada her şeyi,

Bu dil ecdadımızın bize miras verdiyi

Kıymetli hazinedir...onu gözlerimiz tek

Koruyub, nesillere biz de hediyeye verək (Vahapzade, 2004a:8)

Bahtiyar Vahapzade bu şiirinde "ana dil" derken Azerbaycan dilini kastetmiştir. Akademisyen Nizami Caferov, şairin ana dil mücadelesini şöyle anlatıyor: "Bir millet evladı

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olarak Bahtiyar Vahapzade'yi her zaman endişelendiren en önemli konulardan biri, belki de ilki, ana diline olan sevgisiydi. Sadece onun çok yönlü faaliyetinin bu yönü, büyük sanatçının adının Azerbaycan tarihinde edebi olarak kalması için yeterlidir. (Cafarov, 1996:68). Nitekim şairin sadece dil uğruna verdiği mücadele, Bahtiyar Vahapzade'nin vatansever olduğunu, doğduğu topraklara bağlı olduğunu, havasını soluduğu, ekmeğini yediği vatanının tüm nimetlerini korumaya hazır olduğunu göstermektedir. Şair sadece vatanını korumakla kalmamış, insanları da vatani korumaya çağırmıştır. Şair, ana dilini halkın aklı ve irfanı olarak nitelendirmektedir. Ana dile bir milletin varlığı olarak değer veren şair, bu şiirinde sadece ana dile büyük değer vermekle kalmamakta, aynı zamanda ana dilinin tarihine de bakmaktadır:

Ana dilim, sendedir halkın egli, hikmeti,

Arap oğlu Mecnunun derdi sende dil açmış.

Yüreklere yol açan Füzulinin seneti,

Ey dilim, güdretinle dünyalara yol açmış...

Sende benim halkımın kahramanlıkla dolu

Tarihi varaklanır,

Sende neçe min illik benim medəniyyetim,

Şan- şöhetim saklanır.

Menim adım-sanımsan,

Namusum, vicdanımsan (Vahapzade, 2004a:8).

Şair burada anadilini övüp yüceltirken aynı zamanda bu dile olan sevgisini de yansıtmıştır. Nitekim şair, bir milletin en değerli varlığının ait olduğu dil olduğunu esas alarak bu şiirinde ana dilin varlığını milletin varlığı olarak nitelendirmiştir. Binlerce yıldır

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süzülüp gelen tatlı, yerli Azerbaycan diline değer veren şair, sahip olunan bu nazik dili korumayı ve gelecek nesillere öğretmenin önemine de vurgu yapmıştır:

Bu dil tanıtmış bize bu dünyada her şeyi,

Bu dil ecdadımızın bize koyub getdiyi

En kıymetli mirasdır, onu gözlerimiz tek

Koruyub, nesillere biz de hədiyye verək (Vahapzade, 2004b:8).

Şair, bu şiirinde ana dilini sevmeyen "moda düşkünlerini" sert bir şekilde eleştirmiş ve tavizsiz konumunu ortaya koymuştur. Vahapzade şiirlerinde anadilini konuşmayanları sert bir şekilde eleştirmiş, hatta onlara olan nefretini dile getirmiştir.

Bahtiyar Vahabzade dil konusundaki düşüncelerini "Latin dili" adlı şiirinde yansıtmıştır. Bu şiirinde milleti olmayan ama yaşayan bir dil hakkında fikirler ortaya koymakta ve ilginç noktalara değinmektedir. Nitekim milleti olmadan yaşayan bir dil milliyetçi bir şaire şunu düşündürmektedir:

İndi neye inanag biz –

Kulağamı,

Ya gözemi?

Amelemi, ya sözemi?

“Men azadam, müstəgilem” sözlərini

Öz dilinde demeye de

İhtiyarın yoksa eğer,

De, kim sene azad deyer? (Vahapzade, 2004a:304)

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Vahapzade burada bir kez daha Azerbaycan dilinin baskı altında olduđu konusuna değinmiştir. Şair bu şiirinde sanatsal yöntemlerin olanaklarını ustalıkla kullanarak yönelttiği sorularla okuyucuyu derin düşünmeye sevk etmiştir. Kendisini ciddi anlamda endişelendiren, hayallerini özleten "yaşayan dil" ve "ölü dil" konusunu edebi tartışmalara taşımıştır. (Şükürova, 2019:114).

Vahapzade, burada konuşulmasına izin verilen ana dili "mahkum" olarak nitelendirerek, milletin ve vatanın baskı altında olması konusunu gündeme getirmiştir. Şair burada anadili taraftarı olarak konumunu ortaya koymuştur.

2.2. Bahtiyar Vahapzade'nin Eserlerinde Dil Muhafazakarlığı Meseleleri

Bahtiyar Vahapzade şiirlerinde sadece ana diline olan sevgisini göstermekle kalmamış, insanları ana dillerinde konuşmaya, yazmaya ve okumaya da çağırmıştır. Bütün bunlar şairin vatanseverliğinden ileri gelmektedir. Hayatı ve yaratıcılığı boyunca halkın milli kimliği için mücadele eden, halkın bağlı olduđu milli ve manevi değerleri takdir etmeye çağıran şair, devletin sahip olduđu Azerbaycan dilinin büyük bir muhafazakarı olmuştur. Ünlü oryantalist Ahmed Şmiden'in, Bahtiyar Vahapzade'nin kendi ana diline olan sevgisi hakkındaki görüşleri oldukça ilginçtir: "Ben, insanın kendi kavmini ve ana dilini delice sevmeye yeteneğini Bahtiyar Vahapzade'den öğrendim. Bahtiyar Vahapzade gerçekçi bir şairdir. Karmaşık ve esrarengiz ifadeler, net olmayan kompozisyonlar ve özensizlik onun sanatına yabancıdır." (news.milli.az).

Azerbaycan dili yerine diğeri yabancı dilleri tercih edenleri eleştiren şair, mücadelenin ana yöntemi olarak propaganda ve eleştiriyi kullanmıştır. Ayrıca şair dilin saflığının korunması için de mücadele vermiştir. Dildeki her kelimeye büyük önem veren şair, dili, düşünceleri ifade etmede amaçlı bir araç olarak görmüştür. Şair, "Dilde Doğallık ve Güzellik" başlıklı yazısında bunu şöyle ifade etmiştir: "Bunların toplamı olan kelime ve cümleler, bir zihinden diğeri, bir kalpten diğeri bir sürü düşünceyi taşıyan bir araç gibidir. Nasıl ki ulaşım yüke hizmet ediyorsa, kelimeler de düşünceye hizmet eder. Bir kelimeye bir düşünce değil, bir düşünceye bir kelime bulunur. Ancak fikir yükünün hızlı ve verimli bir şekilde

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daireye ulaştırılması için uygun bir ulaşım aracının, yani en doğru kelimelerin, deyimlerin ve ifadelerin bulunması gerekiyor." (Khalilov, 2014:176).

Muhafazakar bir yazar olan Vahapzade, ana dilini unutup yabancı dil tercih edenleri kınamıştır. Şair, "Benden Şikayet" adlı şiirinde her dönemde ana diline karşı tavrını şu şekilde yorumlamıştır:

Bir zaman rusçaydı bütün reklamlar,

İndi ingilisce dürtülür göze,

İtin de diline hörmetimiz var,

Tekcə öz dilimiz yaramır bize... (Vahapzade, 2008a:128)

Vahapzade ana dilinin farklı zaman dilimlerindeki kaderini tek paragrafla anlatmıştır. Bir bağımsızlık şairi olarak Vahapzade, halkın bağımsızlığını ana dilini korunmaya ve geliştirilmeye bağlamıştır. Şair, geçen yüzyılda - Sovyet döneminin zirvesindeyken bile ana diline karşı kayıtsız tavırlara uzlaşmamış ve isyankar bir tavır sergilemiştir. Şair bazen düşüncelerini dolaylı bir anlamda ifade etmiş, bazen de pozisyonunu açıkça ifade etmiştir. Büyük düşünür ve yazar Vahapzade konuşmalarında kendi konumunu belirtmeyi de ihmal etmemiştir. Dile yabancı unsurların girmesine karşı çıkan şair, tarihi Türk köklerimize dönmeye ve Azerbaycan dilinin saflığını korumaya çağrıda bulunmuştur. Devletin Azerbaycan diline olan ilgisi zamanla şairi tatmin etse de insanların Azerbaycan dili yerine yabancı dil konuşmayı tercih etmesinden endişe duymuştur.

3. Azerbaycan Dilinin Kurucusu olarak Bahtiyar Vahapzade

Dilin izlediği yolun genel olarak yazarlar, şairler, edebiyatçılar ve aydınların isimleriyle bağlantılı olduğu bilinmektedir. Öne çıkan yazarlar zaman zaman ana dilinin en büyük fanatikleri olmuşlardır. 18. yüzyılda Molla Penah Vagif dilin millileştirilmesinde önemli bir hizmet vermiş, kendisinden sonra gelen eğitimci aydınlar da onun yolundan devam etmiştir. Mirza Celil, Üzeyir Hacıbeyov, Abdulla Şaig, Mirza Alakbar Sabir, Cafer Cabbarli, Samad Vurgun, Mirza İbrahimov, Bahtiyar Vahapzade, Tofiq Bayram, Zalimhan Yakup,

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Halil Rıza Ulutürk, Sabir Rüstamhanlı vb. yazarlar eserlerinde ana dil konusuna vurgu yapmış, milletin birlik olması için dil birliğinin rolünü, ana dilinin önemini vurgulamışlardır. Büyük Mirza Celil, "Bizim Abrazovonlarımız", "Ders Kitapları", "Dil", "Çılgın Buluşmalar", "Annemin Kitabı" gibi makale, yazı ve dramalarında milletin milli kimliğinin temeli olan anadil konularını özellikle vurgulamıştır. O dönemde diğer aydın yazarlar da Mirza Celil'le aynı düşünceleri paylaşmış, ilerlemenin, gelişmenin ve dayanışmanın temel koşulunun anadil olduğunu vurgulamışlardır. 20. yüzyılın sonu ve 21. yüzyılın başında, Azerbaycan dilinin koruyucuları arasında Bahtiyar Vahapzade ön planda olmuştur. Pek çok aydını gibi o da ana dili olan Azerbaycan dili için mücadele etmiş, dilin tarihselliğini korumaya çalışmıştır.

Bir bağımsızlık şairi olan Bahtiyar Vahapzade, milli birlik ve milli kimliği dil birliğinde görmüştür. Şaire göre insanları birleştiren inanç ve amel birliğinin önemli bir şartı da dil birliğidir. Bu açıdan Vahapzade, Sovyetler Birliği'nin prangaları altında ezilen Azerbaycan dilinin yeniden yücelmesi için mücadele vermiştir. İlerici bir aydın olarak Bahtiyar Vahapzade bunu sanatsal eserleri ve gazetecilik deneyimlerinde yansıtmış, röportajlarında, konuşmalarında ve konferanslarında dilin koruyucularından biri olarak konumunu ortaya koymuştur. Vatansever bir aydın olarak Vahapzade, Sovyet döneminde Rus diline olan eğilimden endişe duymuş ancak bağımsızlık döneminde bu eğilimin ortadan kalkmasını dilemiştir. Şairin bütün eserlerinde Azerbaycan dilinin korunması ve ana dilinin konuşulması çağrısı yer almıştır.

3.1. Bahtiyar Vahapzade'nin Sanatsal Eserlerinde ve Bilimsel-teorik Çalışmalarında Azerbaycan Dili hakkındaki Düşünceleri

Zengin bir sanatsal mirasa sahip olan Bahtiyar Vahapzade, lirik ve epik eserlerinin yanı sıra bilimsel ve gazetecilik çalışmalarında da ana diline olan hayranlığını ifade etmiştir. Şairin ana diliyle ilgili kaygıları 20. yüzyıldan başlamıştır. Sovyet döneminde Rusçanın tercih edilmesi, devlet toplantılarının ve belgelerinin Rusça tercih edilmesi vatansever şairi oldukça rahatsız etmiştir. Şair, "Ana dilim - ana köküm" yazısında bunu şöyle ifade etmiştir: "Azerbaycan diline ilgisizliğin asıl suçlusu biziz. Sovyetler Birliği'nin kuruluşundan bu yana ülkemizdeki tüm halklara ulusal eşitlik hakkı tanınmıştır. Şimdi neye ihtiyacımız var? Eşit haklara sahip bir insan olduğumuzun farkına varmak! Kendimize, ulusal varlığımıza saygı

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duymak! Yukarıdan kimse bize çocuklarımıza ana dili öğretmeyelim, ana dilde okullara kayıtsız kalın, ana dilde yazılan başvuruyu kabul etmeyin diyemez! Anadilinizi konuşmayın!... Dilimize bu kadar kayıtsız kalanlar kim? Köklerinden kopmuş, yerli halkının dilini, tarihini, kültürünü bilmeyen, bilmediği için bilmemesine üzülmeyen bazı milli nihilistler..." (Khalilov, 2014:214-215).

Bahtiyar Vahapzade, anadilini konuşmaktan "utanan" insanlara karşı tavizsiz bir tavır sergilemiştir. Ana diline milli ve manevi değerlere saygının bir gereği olarak değer veren şair, özellikle "Ana Dil" şiirinde keskin düşüncelerini dile getirmiştir:

Ey öz doğma dilinde danışmağı ar bilen fasonlu edabazlar,

Kalbinizi okşamır goşmalar, telli sazlar.

Bunlar qoy benim olsun,

Ancaq Vetən çöreyi,

Sizlere ganim olsun! (Vahapzade, 2004a:8)

Vahapzade, ana dile ulusal kimliğe ait olmanın bir göstergesi olarak değer vermiştir. Şair, en büyük dil kaynaklarını halkın düşünce tarzında aramıştır. Halkın düşünce ve tefekkür tarzından uzaklaşarak dili nasıl etkileyebilir? Dili çarpıtır, cansızlaştırır, kuru, sıkıcı ve ölü bir dile dönüştürür. Dolayısıyla dil, insanların düşünce tarzından köklenerek figüratif, canlı, dinamik ve sanatsal hale getirilebilir. Burada temel şartlardan biri yerel dil ve konuşma kültürünün gereklerine uymaktır. Vahapzade bu anlamda dilbilimcilerin konuşma kültürü konusunda açtıkları tartışmalara katılmakta ve bu tartışmalardaki doğru fikirleri takdir etmektedir (Khalilov, 2014:17). Ana dilinin varlığının milletin ve vatanın varlığı olduğunu belirten Bahtiyar Vahapzade, "Ana Dilim" şiirinde de ana diline olan sevgisini övmüş ve bunun güzelliğine dair bir takım fikirler ortaya koymuştur. Şair bahsi geçen şiirinde şöyle yazıyor:

Menim ana dilim benim kimliyim,

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Pasportum, özüme öz hakimliyim,

Menim menliyimin füsunkarlığı

Danışan kamalı, ağılıdır dilim.

Milletin varlığı, yurdun varlığı

Sənin varlığına bağlıdır, dilim (Vahapzade, 2008b:178).

Vahapzade, anadile ilişkin yazı dizisinde dille ilgili çok sayıda ilginç önermeler ortaya koymuş ve bunun sonucunda herkesi anadiline sahip çıkmaya çağırmıştır. Şair, "Dilde Doğallık ve Güzellik" başlıklı makalesinde şöyle yazıyor: "...zihinsel ve duygusal olgunluğumuzun bir sonucu olarak ana dilimizin saflığına ve güzelliğine bakmalıyız. Dil halkındır. Bu nedenle sadece bilim adamları ve yazarlar, filologlar ve gazeteciler değil, dilin güzelliğine bütün millet sahip çıkmalıdır. Bu her birimizin vatandaşlık görevidir. Bu bir ulusal iş, bir devlet işidir. Atalarımızdan bize miras kalan, gözbebeğimiz olan ana dilimizi korumak, cilalamak, lezzetiyle, saflığıyla gelecek nesillere aktarmak kutsal görevimizdir. (Khalilov, 2014:176-177). Görünüşe göre şair sadece bilim adamlarını, aydınları değil, halkın tüm temsilcilerini, sıradan vatandaşlarımızı ana dilini korumaya çağırmıştır. Bahtiyar Vahapzade'nin anadili hakkındaki düşüncelerini yansıtan birçok makalesinde vardığı sonuç aynıdır. İnsanların ana dillerini konuşmaları, bu dilleri korumaları ve gelecek nesillere aktarmaları gerekmektedir.

4. Sonuç

Ünlü şair Bahtiyar Vahapzade Azerbaycan edebiyatına kazandırdığı birçok değerli eserin yanında vatansever bir kişilik olmuştur. Onun vatanseverliği Azerbaycan diline olan sevgisinde de kendini göstermiştir. Filozof-şair, Azerbaycan dilini övmüş, bu dilin korunması ve gelecek nesillere aktarılması için mücadele vermiştir. Araştırmanın sonuçlarını şu şekilde özetleyebiliriz:

Vahapzade'nin Azerbaycan diline olan sevgisi sonsuzdur ve edebi Azerbaycan diline çok değer vermektedir. Şair, ana dili olan Azerbaycan diline olan sonsuz sevgisini özellikle

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"Ana Dil" şiirinde yansıtmıştır. Vahapzade, Azerbaycan dili hakkındaki düşüncelerini bilimsel ve gazetecilik çalışmalarının yanı sıra lirik, epik ve dramatik eserlerine de yansıtmıştır. İstiklal şairi Azerbaycan dilinin konuşulmasına büyük önem vermiş ve ana dilini konuşmayanları sert bir şekilde eleştirmiştir. Filozof-yazar, Sovyet döneminde Azerbaycan dilinin Rus dilinin gölgesinde kalmasından çok kaygılanmış ve onunla mücadele etmiştir. Vahapzade Azerbaycan diline karşı oldukça muhafazakar davranmış, ana diline sahip çıkmayanlara, dile yabancı ifadeler katanlara karşı çıkmıştır.

Düşünür ve yazar olan Vahapzade, Azerbaycan dilinin sadece şair olarak değil, aynı zamanda sosyal ve siyasi bir şahsiyet olarak korumak için hep konuşmalar ve çalışmalar yapmıştır. Öncü bir edebiyatçı ve ana dilinin büyük hayranlarından olan şair, Azerbaycan dili hakkındaki düşüncelerini birçok bilimsel ve gazetecilik makalesinde yansıtmıştır.

Vahapzade, dil birliğini milli birlik olarak nitelendirerek, herkesin kendi ana dilini sevmesini ve anadilinde konuşmasını dilemiştir. Bu çerçevede şair, Azerbaycan dilini konuşmayanlara karşı tavizsiz bir tavır sergilemiştir. Şair, Azerbaycan'ı ve onun tüm değerlerini tüm varlığıyla sevmiş ve Azerbaycan dili başta olmak üzere bu değerleri korumaya çalışmıştır.

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Etik Beyanı: Yazar, bu çalışmanın tüm hazırlanma süreçlerinde etik kurallara uyulduğunu beyan etmektedir. Bilimsel etik konuları ile ilgili aksi bir durumun tespiti halinde tüm sorumluluk çalışmanın yazarına ait olup, Milestone dergisinin hiçbir sorumluluğu bulunmamaktadır.

RESEARCH ARTICLE

The Role of Financial Development on Environmental Sustainability: Time-Series Evidence from Nigeria¹

Remy Jonkam Oben²

Abstract

This study investigates the role of financial development in environmental sustainability in the case of Nigeria using the recently developed Fourier ARDL (FARDL) and nonlinear ARDL (NARDL) estimation methods, for the first time. The FARDL model results reveal that financial development reduces carbon emissions in Nigeria in the long run, and the NARDL model validates the robustness of this finding. Based on our empirical findings, we recommend that the Nigerian government should promote the development of the financial sector by adopting an expansionary fiscal policy to boost incomes, investment, and economic growth.

Keywords: Financial development, Environmental sustainability, Fourier ARDL, Nonlinear ARDL, Nigeria

Özet

Bu çalışma, son zamanlarda geliştirilen Fourier ARDL (FARDL) ve doğrusal olmayan ARDL (NARDL) tahmin yöntemlerini Nijerya için ilk kez kullanarak finansal kalkınmanın çevresel sürdürülebilirlikteki rolünü araştırmaktadır. FARDL modeli sonuçları, Nijerya'da finansal gelişmenin uzun vadede karbon emisyonlarını azalttığını ortaya koymakla beraber NARDL modeli sonuçları da bu bulgunun sağlamlığını doğrulamıştır. Ampirik bulgulara dayanarak, Nijerya hükümetinin gelirleri, yatırımları ve ekonomik büyümeyi artırmak için genişletici bir maliye politikası benimsemesi ve finans sektörünün gelişimini desteklemesini önerilmektedir.

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Anahtar Kelimeler: Finansal kalkınma, Çevresel sürdürülebilirlik, Fourier ARDL, Doğrusal Olmayan ARDL, Nijerya

1. Introduction

Environmental sustainability has become increasingly important because the healthiness of the environment directly impacts the well-being of humans. Environmental degradation has massive ramifications, including, but not limited to, climate change / global warming, soil erosion, poor air quality, and undrinkable water. As a result, environmentally-degrading disturbances have been a major global concern for quite some time (Goncalves and Silva, 2021). Although considerable global efforts have been made to limit environmental degradation, such as the signing of the International Treaty on Climate Change (The Paris Agreement) in 2015 (Meadu et al., 2015), there is still much to do. It is essential to quantify the impacts of a wide range of factors on environmental sustainability to inform better the formulation and implementation of policies to reduce environmental degradation. To contribute to ongoing efforts, we empirically investigate the long-run impact of financial development on environmental sustainability for the case of Nigeria over the 1990-2019 period. We firmly believe this research will intensify efforts to promote sustainable green goals in the West-African nation.

Nigeria, located in West Africa, is rich in natural resources. With a population of over 200 million, it is the most populous country in Africa and the seventh most populous country in the world. Despite its economic and cultural richness, the country has been plagued by numerous environmental challenges, including pollution, deforestation, and desertification (Olalekan et al., 2019). The country's economy is largely driven by its oil industry, which accounted for 67.5% of its total exports and 8.5% of its GDP in 2020 (World Bank, 2022). However, the over-reliance on fossil fuels has resulted in severe environmental degradation, including oil spills, gas flaring, and air pollution (Okafor et al., 2021; Eweade et al., 2022). The consequences of these environmental problems are far-reaching and have affected the health and livelihoods of millions of Nigerians. Despite the environmental challenges, Nigeria has experienced rapid economic growth in recent years, fueled by its manufacturing industry (Olurounbi, 2022). The manufacturing sector has contributed significantly to the country's GDP, increased production, exports, and job creation. However, this growth has also led to

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increased energy consumption, carbon emissions, and other environmentally-unfriendly production processes. Considering Nigeria's significant economic growth and over-dependence on fossil fuels, it is an ideal sample for research into the role of financial development on environmental sustainability. By studying Nigeria's economy and environmental challenges, policymakers can gain insights into developing sustainable policies that balance economic growth with environmental preservation. Additionally, these can provide valuable information for other developing countries striving to achieve the same balance.

Over the years, Nigeria has focused on enhancing financial accessibility and promoting investment in infrastructure development to drive economic growth (Adeola and Evans, 2017). While these efforts have helped create a more robust financial sector and enhance growth, the financial sector in Nigeria has yet to fully embrace sustainable finance principles that could help balance economic growth with environmental sustainability. Policymakers should explore how sustainable finance can be incorporated into the country's financial system to enhance both economic growth and environmental sustainability. Sustainable finance practices, such as green bonds, sustainable lending, and socially-responsible investments, can encourage businesses to adopt more sustainable practices and promote long-term economic growth. Furthermore, by promoting sustainable finance practices, Nigeria can also work towards its environmental goals, including reducing carbon emissions and preserving natural resources.

In the literature, many different proxies have been used for environmental sustainability, including ecological footprint (Chen et al., 2022), environmental pollution index (Deng et al., 2022), methane emissions (Abid et al., 2022), nitrous oxide emissions (Abid et al., 2022) and total greenhouse gas emission (Usman, Alola, and Akadiri, 2022). Each proxy has its strengths and weaknesses in quantifying the degradation. Historically, the most widely used variable to represent environmental pollution is carbon dioxide emissions due to several reasons. Since carbon dioxide is a major greenhouse gas contributing to global warming and climate change, reducing carbon emissions is critical to mitigating these issues and promoting environmental sustainability. Carbon emissions serve as a standardized and straightforward approach for quantifying the environmental impact of various activities, making them an essential tool for environmental management and decision-making. Additionally, carbon emissions are commonly used to establish policies, regulations, and initiatives for carbon

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reduction due to their ease of measurement and monitoring. This feature also makes it possible to compare environmental performance across different sectors and countries, facilitating the identification of best practices and opportunities for improvement. Following this tradition, we also use this variable as the proxy for environmental degradation in our study (Umar et al., 2020; Kayani, Ashfaq, and Siddique, 2020; Qin et al., 2021; Sahoo, Gupta, and Srivastava, 2021; Wang et al., 2022; Obobisa, 2022; Baajike et al., 2022). There are two main reasons for this: First of all, using this variable provides a practical benefit in comparing our results with previous studies because of its widespread acceptance. Besides, in terms of the sample we have considered, carbon emission is appropriate in terms of representing environmental pollution because not only is Nigeria the largest manufacturing economy in Africa (Ehi-Ujamhan, 2022; Olurounbi, 2022), but it is also one of the top four carbon emitters in the continent (Statista, 2022a).

We investigate the relationship between financial development and environmental degradation for the case of Nigeria using recently developed time-series econometrics methods for the first time. This research makes at least four major contributions to the existing literature. First, researchers have heavily neglected the African continent, and particular attention has not yet been given to the top carbon emitters in Africa, such as South Africa, Egypt, and Nigeria. By focusing on Nigeria, we would like to expand the literature. Secondly, the studies in the existing literature assumed linearity in the relationship between financial development and environmental sustainability. By applying the NARDL model, we account for possible asymmetric (nonlinear) effects. The NARDL model allows for examining both short- and long-run asymmetric relationships between variables, which can provide more accurate insights into the complex interactions between financial development and environmental sustainability. Third, the previous studies also failed to efficiently account for smooth and sharp structural breaks. We apply the recently developed Fourier ARDL (FARDL) method to overcome this constraint. The Fourier ARDL method is important because it allows for the efficient detection and modeling of both smooth and sharp structural breaks in time-series data, which can improve the accuracy of statistical analyses and predictions. Moreover, no consensus has been reached regarding the financial development-environmental sustainability nexus, as explained in the literature review section in detail. This lack of consensus calls for further research in this area. In summary, to the best of our knowledge, this

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is the first study to explore the role of financial development on environmental sustainability in the case of Nigeria, using both the NARDL and FARDL methods.

In the remainder of this paper, the recent literature is reviewed in section 2; the methodology is described in section 3; model specification and explanation/discussion of the empirical results are done in section 4, while section 5 concludes the paper and provides the policy implications.

2. Literature Review

Environmental sustainability is of paramount importance because environmental degradation can harm human well-being by resulting in climate change / global warming, soil erosion, poor air quality, and undrinkable water (Ulucak and Khan, 2020). Therefore, the idea of sustainability has been one of the primary concerns of academicians and policymakers for the last several decades. Due to the importance of this concept, many factors, including financial variables, have been investigated as potential drivers of sustainability. Many researchers have made considerable efforts in quantifying the role of financial development in the sustainability of the environment. This section briefly reviews recent studies examining the nexus between financial development and environmental deterioration.

The literature on the role of financial development in environmental sustainability is far from reaching a consensus. Many researchers have shown that financial development increases environmental degradation. Kayani, Ashfaq, and Siddique (2020) showed that financial development increased carbon emissions for the top ten CO₂-emitting countries over the 1990-2016 period. Abbasi et al. (2022) used quarterly data from 1990 to 2019 and provided evidence that supports financial development stimulates carbon emissions in Pakistan. Xu et al. (2022) investigated the effect of financial development on carbon emissions in 34 European nations from 2000 to 2020 and reported a positive relationship. Chen et al. (2022) examined the financial development – environmental pollution nexus for the case of China over the 1990-2020 period. QARDL estimation results indicate that financial development increases carbon emissions at both higher and lower emissions quantiles. In a panel of 22 Asian nations over the 1980-2020 period, Qamri et al. (2022) presented fresh empirical evidence that financial development degrades the environment. Using panel-data econometrics, Deng et al. (2022) investigated the relationship between financial development and environmental

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pollution from a global perspective over the 1980-2018 period. They reported that financial development increases carbon emissions in the long run. Habiba, Xinbang, and Anwar (2022) examined the relationships between green technology innovations, financial development, renewable energy, and environmental sustainability for the twelve top carbon dioxide emitters over the 1991-2018 period. They showed that financial development increases carbon emissions in the long run and that there is bidirectional causality between these variables. Zhang, Luo, and Afshan (2022) studied the contributions made by climate technologies, financial development, and renewable energy toward achieving green goals for the top ten developed economies based on the human development index from 2000 to 2019. The results of the cross-sectional autoregressive distributed lag (CS-ARDL) model suggest that financial development increases carbon emissions.

The negative impact of financial development on environmental quality has been corroborated for many country groups by many recent studies: such as EAGLE countries (Khan et al., 2022), G7 nations (Zhang et al., 2022), BRICS countries (Ibrahim et al., 2022), and APEC nations (Khan et al., 2022).

On the other hand, there is also a lot of evidence that financial development enhances environmental quality. Given that it is one of the most important polluters and the highest-growing country, it is unsurprising that many researchers concentrate on China to examine this research question. Umar et al. (2020) revealed that financial development reduces carbon emissions in the long run, for the case of China from 1971 to 2018. Qin et al. (2021) confirmed the main findings of Umar et al. (2020) using Bayer-Hanck and Maki cointegration tests as well as FMOLS and DOLS coefficient estimation techniques for the 1988 - 2018 period. Hussain, Wang, and Wang (2022) reiterated the negative relationship for the case of China by relying on the Maki cointegration test and ARDL model for a study period from 1961 to 2016. Moreover, Feng et al. (2022) reported that digital financial development reduced carbon emissions in Chinese provinces over the 2011-2019 period. Irfan et al. (2022) explore the role of financial development on environmental sustainability and resource management in the United Kingdom from 1990Q1 to 2019Q4. Data were analyzed by the wavelet coherence approach that reports a negative co-movement between financial development and carbon emissions. Additionally, Rahman and Alam (2022) examined the effects of financial development, industrialization and non-renewable energy on the quality of the Australian

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environment between 1990 and 2020. The results of the conventional ARDL method highlighted a negative relationship between financial development reduces CO₂ emissions in the long run. Using domestic credit to the private sector (as a share of GDP) as a proxy for financial development, Sahoo, Gupta, and Srivastava (2021) claimed a negative connection between financial development and carbon emissions in India from 1990 to 2018 in the long run.

Besides country-specific studies, the positive association between financial development and environmental sustainability has been supported by cross-country research. In their study, Wang et al. (2022) explored the moderating effect of financial development on the relationship between renewable energy consumption and carbon emissions in the next-eleven (N11) countries spanning from 1990 to 2015. They reported that the interaction between financial development and renewable energy reduces carbon emissions. Zhang and Razzaq (2022) posited that financial development reduces environmental degradation by promoting renewable energy consumption in BRICS countries from 1995 to 2019. Baajike et al. (2022) showed that in ECOWAS countries, financial development improved environmental sustainability over the 2005–2018 period. Abid et al. (2022) investigated the linkages between financial development, green innovation, and environmental quality for the top ten global polluting economies from 2000 to 2019. The study employed advanced second-generation panel methodologies and showed that financial development enhances the quality of the environment. Wang, Chen, and Teng (2022) examined the relationship between the sustainability of the environment, clean energies, high-tech industries, and financial development by using panel data for both developed (G7) and emerging (E7) countries from 1990 to 2020. The results of the study indicated that financial development reduces ecological footprint and enhances environmental sustainability.

While the role of financial development on environmental sustainability has been overly investigated, most of the studies assumed a linear relationship between the variables in both time series and panel data studies. For example, although many time series econometrics methods have been conducted, such as Bayer-Hanck cointegration (Umar et al., 2020), Maki cointegration (Qin et al., 2021), conventional ARDL (Sahoo, Gupta, and Srivastava, 2021; Hussain, Wang, and Wang, 2022; Rahman and Alam, 2022), dynamic ARDL (Chen et al., 2022; Abbasi et al., 2022), quantile ARDL (Chen et al., 2022), they do not take into account

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nonlinearity. The same situation is observed in panel data studies. Most of the models in the literature, Westerlund cointegration (Obobisa, 2022), POLS, FE, RE, sGMM (Baajike et al., 2022), panel ARDL (PMG and AMG) (Ehigiamusoe et al., 2022), have ignored nonlinearity. Hence, we can claim that asymmetric (nonlinear) associations between financial development and environmental sustainability have not yet been accounted for sufficiently in the literature. Also, the aforementioned time-series methods are not too effective in the presence of structural breaks.

Another striking deficiency in the literature is the inadequacy of studies on African countries. Researchers have heavily neglected the African continent despite Africa having emitted at least 1.7 trillion metric tons of carbon dioxide since the start of the Industrial Revolution (Statista, 2022b). Obobisa (2022) conducted a panel study on 73 countries, including some African countries. Baajike et al. (2022) and Ehigiamusoe et al. (2022) examined 16 ECOWAS countries and 31 African nations, respectively. However, the very top carbon emitters in Africa, such as South Africa, Egypt, and Nigeria, have been widely ignored. Especially, country-specific time series analyses are quite limited for African countries. The current study is the first time-series study to explore the role of financial development on environmental sustainability for the case of Nigeria (novelty), using both the NARDL (novelty) and FARDL (novelty) methods.

3. Methodology

Many time-series methodologies are available to explore the link between financial development and environmental sustainability. Since the methodology to be followed depends on the order of integration of the variables, we first check the stochastic properties of our variables. Next, we apply the Fourier ARDL model, while the NARDL model is used to check the robustness of our results. Finally, we ensure the reliability of our results by checking the residuals and stability diagnostics.

3.1. Unit Root and Stationarity Testing

In time-series analysis, the initial step is always to check the stationarity of the variables. This is important because non-stationarity will affect the behavior of variables, it can invalidate hypothesis testing and obtained results might be spurious (Kaufmann et al., 2000)

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Dickey and Fuller (1979) initially tested for the presence of a unit root by specifying the general model shown by eq 1.

$$\Delta y_t = \psi y_{t-1} + \mu + \lambda_t + u_t \quad (1)$$

Where, μ is the intercept term, λ_t is the deterministic trend, while u_t is the stochastic error term.

To address autocorrelation in the residuals, the model can be augmented as shown by eq 2.

$$\Delta y_t = \psi y_{t-1} + \sum_{i=1}^p \alpha_i \Delta y_{t-i} + \mu + \lambda_t + u_t \quad (2)$$

The Phillips and Perron (PP) (1988) unit root test is very similar to the augmented Dickey-Fuller (ADF) test in many respects, while the Kwiatkowski et al. (KPSS) (1992) stationarity test reverses the null and alternative hypotheses of the Dickey-Fuller-type unit root tests. We used all three tests for confirmatory purposes.

However, conventional unit root tests may return spurious results since they do not account for structural breaks. The Zivot and Andrews (ZA) (1992) unit root test accounts for a break in either the intercept only, or trend only, or both, as shown by eqs 3, 4, and 5, respectively.

$$\Delta y_t = \delta + \beta_t + \theta DU_t(\gamma) + \alpha y_{t-1} + \sum_{i=1}^k c_i \Delta y_{t-i} + u_t \quad (3)$$

$$\Delta y_t = \delta + \beta_t + \gamma DT_t(\gamma) + \alpha y_{t-1} + \sum_{i=1}^k c_i \Delta y_{t-i} + u_t \quad (4)$$

$$\Delta y_t = \delta + \beta_t + \gamma DT_t(\gamma) + \theta DU_t(\gamma) + \alpha y_{t-1} + \sum_{i=1}^k c_i \Delta y_{t-i} + u_t \quad (5)$$

Where y_t shows the time series, γ represents the break fraction, Δ is the difference operator, u_t is the stochastic error term, k shows the number of lags, the term in Σ shows the augmentation of the test using lagged values of the dependent variable, while DU_t and DT_t are dummy variables which account for a break in the intercept and trend, respectively.

The ZA test accounts for just one structural break and it fails to allow for a structural break under the null hypothesis (Carrion-i-Silvestre, Kim, and Perron, 2009). By adding nonlinear trigonometric (Fourier) functions to the conventional tests, the Fourier LM unit root tests suggested by Christopoulos and León-Ledesma (2010) solve the aforementioned problems by supporting structural breaks in any combination of the level, trend, and regime; and by capturing both smooth and sharp breaks. Also, the Fourier test has good size and power properties, and there is no need to know the exact break dates or the number of breaks (Enders

and Lee, 2012). The three-step procedure for calculating the Fourier ADF (FADF) test statistic includes:

Step 1: The model shown by eq 6 is estimated using the OLS technique for values of k ranging from 1 to 5 inclusive. The optimal frequency (k) is then determined by identifying the model with the lowest residual sum of squares (RSS).

$$y_t = \alpha_0 + \alpha_1 \sin\left(\frac{2\pi kt}{T}\right) + \alpha_2 \cos\left(\frac{2\pi kt}{T}\right) + ut \quad (6)$$

Where $\pi = 3.14$, and k , t , and T respectively show the frequency, trend, and number of observations.

From the optimal model, the OLS residuals are calculated as shown by eq 7.

$$Ut = y_t - \alpha_0 + \alpha_1 \sin\left(\frac{2\pi kt}{T}\right) + \alpha_2 \cos\left(\frac{2\pi kt}{T}\right) \quad (7)$$

Step 2: The F-test is applied to test the joint statistical significance of the coefficients of the Fourier functions from eq 6, α_1 and α_2 , by comparing the test statistics to the F critical values computed by Becker, Enders, and Lee (2006). The significance of the F-statistics justifies the appropriateness and necessity of Fourier functions.

Step 3: The ADF test is applied to test the null hypothesis of unit root in the residuals (ut) calculated from step 1 against the alternative hypothesis of stationarity. The test statistics are compared to the critical values computed by Christopoulos and León-Ledesma (2010). The equation for the FADF test is provided by eq 8.

$$\Delta ut = \psi u_{t-1} + \sum_{i=1}^p \alpha_i \Delta ut - i + \mu + \lambda t + e_t \quad (8)$$

Where e_t is a white-noise error term.

3.2. Fourier ARDL Model

The ARDL model is the only solution in cases where variables' orders of integration are mixed. Not only does the model determine the presence of long-run equilibrium relationships, but it also provides the long-run coefficients. Also, the ARDL model allows different variables to have different lags, has good small-sample properties, and is highly efficient since it is based on an unrestricted error-correction model (Pesaran and Shin, 1998; Haug, 2002).

Pesaran, Shin, and Smith (2001) suggested the standard ARDL bounds test approach. However, this approach is less effective in the presence of structural breaks. As a result,

Banerjee, Arčabić, and Lee (2017) recently introduced the Fourier ARDL model, which adds Fourier functions to the standard ARDL model, thereby making it efficient in capturing both smooth and sharp breaks. Also, with the FARDL model, knowing the exact break dates or the number of breaks is unnecessary, and its size and power properties are good (Banerjee, Arčabić, and Lee, 2017). Moreover, Fourier functions are a better way of capturing structural changes than traditional dummy variables, which may result in a loss of power. The FARDL model is given by eq 9.

$$\Delta \ln CO2_t = \alpha_0 + \alpha_1 \sin\left(\frac{2\pi kt}{T}\right) + \alpha_2 \cos\left(\frac{2\pi kt}{T}\right) + \alpha_3 \ln CO2_{t-1} + \alpha_4 \ln FD_{t-1} + \alpha_5 \ln GDP_{t-1} + \alpha_6 \ln \Delta CO2_{t-1} + \alpha_7 \ln \Delta FD_{t-1} + \alpha_8 \ln \Delta GDP_{t-1} + \varepsilon_t \quad (9)$$

Where $\pi = 3.14$, and k , t , and T respectively show the frequency, trend, and number of observations.

3.3. Robustness Check (Nonlinear ARDL Model)

To test the robustness of the FARDL model results, we also employ the nonlinear ARDL model suggested by Shin, Yu, and Greenwood-Nimmo (2014) to see whether there is an asymmetry in the relationship between carbon emissions and financial development. The NARDL model decomposes the variables into positive and negative shocks to account for asymmetry (nonlinearity) (Sheikh et al., 2020). In addition, the NARDL model can be used to jointly analyze non-stationarity and nonlinearity (Anjum, Ghumro, and Husain, 2017).

The model which shows the asymmetric long-run impacts of financial development and economic growth on carbon emissions is shown by eq 10.

$$\ln CO2_t = a^+ \ln FD_t^+ + a^- \ln FD_t^- + b^+ \ln GDP_t^+ + b^- \ln GDP_t^- + \varepsilon_t \quad (10)$$

where a^+ and a^- are the coefficients that capture the long-run asymmetric effects on $\ln CO2$, due to the positive and negative changes in $\ln FD$; b^+ and b^- are the corresponding coefficients for $\ln GDP$; and ε_t is a stochastic error term.

By combining eq 10 with the standard ARDL model suggested by Pesaran, Shin, and Smith (2001), the NARDL model is obtained and shown by eq 11.

$$\begin{aligned} \Delta \ln CO2_t = & \alpha_0 + \sum_{i=1}^{m-1} b_i \Delta \ln CO2_{t-i} + \sum_{i=0}^{n-1} (c_{i+} \Delta \ln FD_{(t-i)+} + c_{i-} \Delta \ln FD_{(t-i)-}) + \\ & \sum_{i=0}^{o-1} (d_{i+} \Delta \ln GDP_{(t-i)+} + d_{i-} \Delta \ln GDP_{(t-i)-}) + \lambda_1 \ln CO2_{t-1} + \lambda_{2+} \ln FD_{(t-i)+} + \\ & \lambda_{2-} \ln FD_{(t-i)-} + \lambda_{3+} \ln GDP_{(t-i)+} + \lambda_{3-} \ln GDP_{(t-i)-} + \varepsilon_t \end{aligned} \quad (11)$$

Where c_{i+} and c_{i-} show the short-run adjustments in both positive and negative shocks for $\ln FD$, while d_{i+} and d_{i-} show the corresponding for $\ln GDP$.

3.4. Diagnostic Tests

Finally, to ensure the reliability of our results, we apply both the residual and stability diagnostic tests. To check the residual diagnostics, we apply the Jarque and Bera (1980) normality test, the Breusch-Godfrey serial correlation test (Breusch, 1978; Godfrey, 1978), the White (1980) general heteroscedasticity test, as well as the Breusch-Pagan-Godfrey (Breusch and Pagan, 1979), Glejser (1969), and Harvey (1976) heteroscedasticity tests. To ensure the stability of the models, we also check the cumulative sum (CUSUM) and CUSUM of squares plots.

4. Sample and Empirical Findings

4.1. Sample and Model Specification

To check the role of financial development in the degradation of the environment, we specify the following function represented in eq 12. To refrain from a potential omitted-variable bias and to increase the explanatory power of the model, eq 12 includes economic growth. Besides, economic growth may positively affect environmental quality by increasing incomes and encouraging investments in renewable energy sources.

$$\ln CO2_t = f(\ln FD_t, \ln GDP_t) \quad (12)$$

In line with the specification in eq 12, our empirical model is represented by eq 13.

$$\ln CO2_t = \alpha_0 + \alpha_1 \ln FD_t + \alpha_2 \ln GDP_t + \varepsilon_t \quad (13)$$

Where CO_2 is carbon dioxide emissions, FD is domestic credit to the private sector, and GDP is gross domestic product per capita. In eq 13, t shows the time period, α_0 is the intercept (constant) term, while α_1 and α_2 , are the partial coefficients of $\ln FD$ and $\ln GDP$, respectively. ε_t is the stochastic error term. All the variables have been log-transformed to solve any potential heteroscedasticity and stability problems and ensure normality in the distribution of the residuals.

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4.2. Data and Empirical Finding

4.2.1. Definition and Description of Data

The definitions and sources of the data are provided in Table 1. The dependent variable - environmental sustainability - is being proxied by carbon dioxide emissions (metric tons per capita), while financial development, the regressor of interest, is being measured by domestic credit to the private sector (% of GDP). Economic growth is the control variable that is proxied by GDP per capita (constant 2015 US\$). The data of all the variables have been sourced from the World Development Indicators (WDI) of the World Bank (2023). Data covered 1992-2022 period in annual frequency.

Table 1: Definition of Data

Variable	Measure	Symbol	Definition	Source
Environmental Sustainability	CO2 emissions (metric tons per capita)	CO2	CO2 emissions from burning fossil fuels and cement production.	WDI of the World Bank (2023)
Financial Development	Domestic credit to the private sector (% of GDP)	FD	Financial resources provided by institutions to the private sector, including loans and trade credits.	WDI of the World Bank (2023)
Economic Growth	GDP per capita (constant 2015 US\$)	GDP	Gross domestic product as a share of the mid-year population.	WDI of the World Bank (2023)

NOTE: WDI stands for World Development Indicators

Descriptive statistics are reported in Table 2. The CO2 has the lowest, while the FD data have the largest standard deviation and range. All the variables have a slightly positive skew and negative excess kurtosis, indicating that they are platykurtic. The lnFD distribution is closest to a mesokurtic distribution. However, the Jarque-Bera test indicates that the data of all the variables are normally distributed, where the null hypothesis of normality cannot be rejected.

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Table 2: Descriptive Statistics

Variable	N	Mean	S.D.	Min.	Max.	Skewness	Kurtosis	JB
lnCO2	30	-0.39	0.18	-0.71	-0.09	0.03	1.70	2.11 (0.35)
lnFD	30	2.26	0.34	1.60	2.98	0.20	2.58	0.42 (0.81)
lnGDP	30	7.56	0.24	7.26	7.89	0.08	1.36	3.39 (0.18)

Source: Authors' construction.

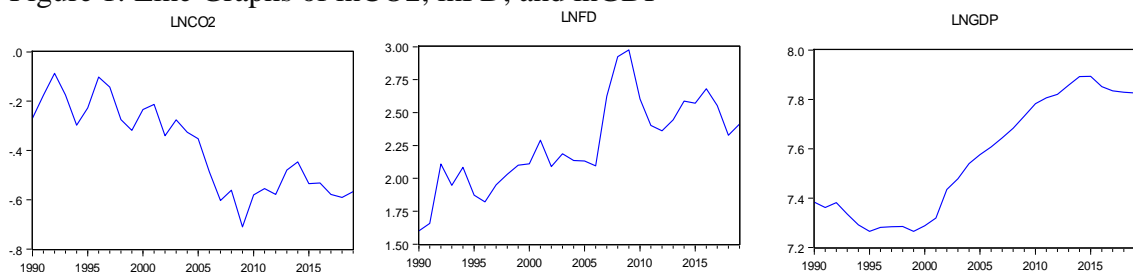
Note: N, S.D., Min., Max., and JB represent the number of observations, standard deviation, minimum value, maximum value, and Jarque-Bera test statistic, respectively. Numbers in parentheses show the probability values.

4.2.2 Preliminary Evidence

This section provides preliminary evidence on the relationship between financial development and carbon dioxide emission by examining the time-series plots and the correlation matrix.

4.2.2.1. Time-Series Plots

Figure 1: Line Graphs of lnCO2, lnFD, and lnGDP



The time-series plots in Figure 1 show that lnCO2 has an average downward trend, while lnFD and lnGDP have upward trends. This gives us a preliminary indication of a negative relationship between financial development and carbon emissions. This preliminary evidence is consistent with many of the studies in the literature, which revealed that financial development improves environmental sustainability (Umar et al., 2020; Qin et al., 2021; Hussain, Wang, and Wang, 2022; Wang et al., 2022; Baajike et al., 2022; Alola and Akadiri, 2022; Rahman and Alam, 2022). Besides, this preliminary finding is intuitively acceptable.

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Financial development can increase the availability of funds while economic growth can increase income, both of which can encourage investments in renewable energy sources and reduce reliance on the burning of fossil fuels for energy generation.

4.2.2.2 Correlation Analysis

The preliminary evidence of the relationships between the variables are further revealed by the correlation matrix shown in Table 3. The Pearson Correlation Coefficients show the strength and direction of the linear relationships between the variables.

Table 3: Correlation Matrix

	lnCO2	lnFD	lnGDP
lnCO2	1.00		
LnFD	-0.82	1.00	
LnGDP	-0.87	0.76	1.00

Source: Authors' construction

As seen in Table 3, lnFD and lnGDP each have strong negative linear relationships with lnCO2. Thus, coupled with the evidence from the literature and time-series plots, the signs of the coefficients of lnFD and lnGDP are each expected to be negative. Although the correlation between lnFD and lnGDP is strong, it is not powerful enough to indicate any evidence of multicollinearity.

4.2.3 Empirical Finding

This section presents, analyzes, and discusses the empirical findings regarding the interrelationship between financial development and environmental sustainability.

4.2.3.1 Unit Root and Stationarity Testing

The conventional unit root (ADF and PP), one structural break Zivot-Andrews unit root, and stationarity (KPSS) test results are provided in Table 4.

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Table 4: Unit Root and Stationarity Test Results

Variable	lnCO2		lnFD		lnGDP	
Order of Integration	I (1)		I (0)		I (1)	
Level Form	lnCO2	Lag	lnFD	lag	lnGDP	lag
$\tau T\mu$ (ADF)	-2.88	(0)	-3.25*	(1)	-2.02	(1)
$\tau\mu$ (ADF)	-1.16	(0)	-2.23	(0)	-0.79	(1)
τ (ADF)	0.11	(0)	0.45	(0)	1.20	(1)
$\tau T\mu$ (PP)	-2.88	(0)	-2.19	(8)	-2.06	(3)
$\tau\mu$ (PP)	-1.02	(5)	-2.16	(8)	-0.33	(3)
τ (PP)	0.49	(8)	1.02	(20)	1.49	(3)
$\tau T\mu$ (KPSS)	0.10	(3)	0.11	(1)	0.11	(4)
$\tau\mu$ (KPSS)	0.61**	(4)	0.60**	(4)	0.62**	(4)
$\tau T\mu$ (ZA)	-4.81	(0)	-6.31***	(1)	-2.79	(4)
τT (ZA)	-3.68	(0)	-3.87	(1)	-2.92	(4)
$\tau\mu$ (ZA)	-4.10	(0)	-4.97**	(1)	-2.42	(4)
First Difference	Δ	Lag	Δ	lag	Δ	lag
	lnCO2		lnFD		lnGDP	
$\tau T\mu$ (ADF)	-5.43***	(0)	-4.72***	(2)	-2.60	(0)
$\tau\mu$ (ADF)	-5.56***	(0)	-4.72***	(2)	-2.73*	(0)
τ (ADF)	-5.51***	(0)	-4.81***	(0)	-2.42**	(0)
$\tau T\mu$ (PP)	-6.30***	(8)	-8.36***	(27)	-2.54	(5)
$\tau\mu$ (PP)	-6.46***	(8)	-6.19***	(27)	-2.69*	(5)
τ (PP)	-5.66***	(4)	-4.96***	(21)	-2.41**	(5)
$\tau T\mu$ (KPSS)	0.17**	(11)	0.50***	(28)	0.18**	(3)
$\tau\mu$ (KPSS)	0.18	(11)	0.44*	(23)	0.21	(3)
$\tau T\mu$ (ZA)	-6.19***	(0)	-5.21**	(2)	-4.83*	(3)

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τT (ZA)	-5.51 ^{***}	(1)	-5.79 ^{**}	(2)	-4.46 ^{**}	(0)
$\tau\mu$ (ZA)	-6.33 ^{***}	(0)	-5.30 ^{**}	(2)	-2.82	(3)

Source: Authors' construction.

Note: ADF is the Augmented Dickey and Fuller (1979) unit root test; PP is the Phillips and Perron (1988) unit root test; KPSS is the Kwiatkowski et al. (1992) stationarity test, and ZA is the Zivot and Andrews (1992) unit root test. For the ADF, PP, and KPSS tests, $\tau T\mu$ stands for the trend-and-drift model; $\tau\mu$ stands for the drift-only model; and τ stands for the model with neither trend nor drift. For the ZA test, $\tau T\mu$, τT , and $\tau\mu$ stand for the model which accounts for a structural break in both the trend and intercept, in the trend only, and in the intercept only, respectively. Numbers in parentheses show the automatically-selected lag lengths based on the Schwarz information criterion (SIC). *, **, *** show that the null hypothesis is being rejected at the 10%, 5%, and 1% significance levels, respectively.

For all three variables, the ADF and PP unit root test results indicate that at 10% significance level, all the variables are integrated of order one. However, the least restricted model (trend-and-intercept model) of the KPSS stationarity test fails to confirm this finding for all the variables. The ZA test indicates that by accounting for one structural break in the series, then at 10% level of significance, $\ln CO_2$ and $\ln GDP$ are both integrated of order one while $\ln FD$ is integrated of order zero – stationary at level form (generally).

The Fourier unit root tests – which are more effective in cases of both smooth and sharp breaks – have also been performed. First, we determine the optimal frequency (k) by identifying the best-fitted model, which minimizes the residual sum of squares (RSS). For all three variables, the best-fitted model is the model estimated with a frequency (k) of 1. Hence, for all the variables, $k=1$ is the optimal frequency to be used in the Fourier functions.

Secondly, to determine the suitability of Fourier functions for unit-root testing, the overall statistical significance of the best-fitted model, which includes Fourier functions, is tested using the F-test. The results are shown in Table 5.

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Table 5: Statistical Significance of Best-Fitted Model with Fourier Functions

Variable	Best-Fitted Model (optimal frequency)	F-Statistic	F Critical Values (Becker, Enders & Lee, 2006)			
			Level (T=100)		Trend (T=100)	
			1%	5%	1%	5%
lnCO2	K=1	38.32719***	6.730	4.929	6.873	4.972
LnFD	K=1	19.42486***	6.730	4.929	6.873	4.972
LnGDP	K=1	123.9932***	6.730	4.929	6.873	4.972

Source: Authors' construction.

Note: k shows the optimal frequency used in estimating the best-fitted model with Fourier functions, T shows the number of observations used in calculating the critical values. *, ** and*** show the overall statistical significance of the model at 10%, 5%, and 1% levels of significance, respectively.

As shown in Table 5, the F-statistics of the best-fitted models with Fourier functions for all the variables are statistically significant at all significance levels. Hence, it is necessary and appropriate to use Fourier functions.

Thirdly, we run the FADF unit root test, and the results are presented in Table 6.

Table 6: Fourier ADF (FADF) Test Results

Variable	lnCO2		lnFD		lnGDP	
Order of Integration	I (1)		I (0)		I (1)	
Level Form	lnCO2	lag	lnFD	Lag	lnGDP	lag
TTμ	-3.288961	(5)	-4.274178***	(1)	-1.334087	(0)
τμ	-3.203871	(5)	-4.315889***	(1)	-1.033378	(1)
τ	-3.346432	(5)	-4.336290***	(1)	-1.086956	(1)
First Difference	Δ	lag	Δ	Lag	Δ	lag
	lnCO2		lnFD		lnGDP	
τTμ	-5.370792***	(0)	-4.490710***	(2)	-3.613722*	(0)
τμ	-5.470490***	(0)	-4.606850***	(2)	-3.912246**	(0)

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τ	-5.481718***	(0)	-4.622039***	(2)	-2.839037	(0)
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Source: Authors' construction.

Note: $\tau T\mu$ stands for the trend-and-drift model; $\tau\mu$ stands for the drift-only model; and τ stands for the model with neither trend nor drift. Numbers in parentheses show the automatically-selected lag lengths based on the Schwarz information criterion (SIC). The test statistics computed by Christopoulos and León-Ledesma (2010) for 100 observations and a frequency of 1 are - 4.43 (1%), -3.85 (5%), and -3.52 (10%). *, **, *** show that the null hypothesis is being rejected at the 10%, 5%, and 1% significance levels, respectively.

The Fourier ADF test results shown in Table 6 confirm the results from the ZA test by indicating that $\ln CO_2$ and $\ln GDP$ each have a single unit root, while $\ln FD$ has no unit root. Hence, the orders of integration of the variables are mixed.

4.2.3.2. FARDL Model

Due to the mixed order of integration of the variables in our model, we use the recently developed Fourier ARDL model (Yilanci et al., 2020) to investigate the relationship among the variables. The bootstrap Fourier ARDL bounds test results are presented in Table 7.

Table 7: Bootstrap Fourier ARDL Bounds Test

FARDL Test Statistic	FARDL Critical Value (10%)	FARDL Critical Value (5%)
7.9681*	6.6911	8.3272
-3.9074*	-3.8274	-4.3449
8.2726*	7.3072	8.9306

Note: The optimal frequency (k) selected by the Akaike Information Criterion (AIC) is 1.

*, **, and *** indicate 10%, 5%, and 1% significance levels, respectively

The FARDL test statistics are greater than their respective critical values at 10% significance level, indicating a long-run equilibrium relationship among the variables.

Table 8: FARDL F-Bounds Test Results

Significance Level	F-Statistic: 4.024803**			
	Lower Value	(I(0)) Bound	Critical Value	Upper (I(1)) Bound
10%	2.63			3.35

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5%	3.1	3.87
1%	4.13	5

Note: *, **, and *** show the rejection of the null hypothesis at the 10%, 5%, and 1% significance levels, respectively

The F-bounds test results, reported in Table 8, also confirm the long-run equilibrium relationship between the variables at 5% significance level (the F-statistic is greater than the upper bound critical value at this significance level). Given the long-run relationship among the variables, as the next step, we checked the long-run coefficients of the empirical model. Results are provided in Table 9.

Table 9: FARDL Long-Run Coefficients

Dependent Variable	Independent Variable		
	lnFD	lnGDP	Constant, C
lnCO2	-0.218975*	-0.164664	19.64973

Note: *, **, and *** show the significance of the coefficient at the 10%, 5%, and 1% levels of significance, respectively

The FARDL model coefficient estimates indicate that both financial development and economic growth enhance environmental sustainability in Nigeria. Although both coefficients are negative, the coefficient of economic growth is statistically insignificant. The estimated coefficient suggests that 1% increase in financial development will cause an average 0.22% decrease in carbon emissions in Nigeria in the long run. These negative impacts of financial development and economic growth on carbon emissions are consistent with the a priori expectations. These results are reliable because the error-correction model (ECM) worked well, and the Fourier functions are significant, as shown in Table 10.

Table 10: FARDL Error-Correction Model (ECM)

Variable	Coefficient	t-Statistic
@COS(2*@ACOS(-1))*@TREND*1/@OBSSMPL)	-11.34088	-4.263009***
@SIN(2*@ACOS(-1))*@TREND*1/@OBSSMPL)	-3.329423	-4.162824***
CointEq(-1)	-0.643347	-4.266041***

Note: @COS(2*@ACOS(-1))*@TREND*1/@OBSSMPL) and @SIN(2*@ACOS(-

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1)*@TREND*1/@OBSSMPL) are the cosine and sine Fourier functions, respectively; while CointEq(-1) is the coefficient of the error correction term (ECT). *, **, and *** show the rejection of the null hypothesis at the 10%, 5%, and 1% levels of significance, respectively

The coefficient of the error-correction term (ECT) (-0.643347) is negative, statistically significant, and less than one (in absolute value). Hence, the error-correction model (ECM) worked well and is appropriate for establishing long-run relationships. The coefficient of the ECT shows that short-run values of financial development and economic growth contribute to carbon emissions converging to its long-run equilibrium level at an average speed of adjustment of about 64.33% annually. In the short run, the sine and cosine nonlinear Fourier functions each have statistically-significant negative impacts on carbon emissions. The significance of the coefficients validates the necessity of including Fourier functions.

4.2.3.3. Robustness Check (NARDL Model)

We further investigate the asymmetric impacts of financial development and economic growth on carbon emissions using the NARDL model. The NARDL F-bounds test results shown in Table 11 reveal that by accounting for possible asymmetric effects, we have found a stronger long-run equilibrium relationship among the variables since at 5% significance level, the F-statistic is greater than the upper bound critical value. The long-run asymmetric coefficients are shown in Table 12.

Table 11: NARDL F-Bounds Test Results

Significance Level	F-Statistic: 3.699764**			
	Lower Bound Value	(I(0))	Upper Bound	Critical Value
10%	2.2			3.09
5%	2.56			3.49
1%	3.29			4.37

Source: Authors' construction.

Note: *, **, and *** show the rejection of the null hypothesis at the 10%, 5%, and 1% significance levels, respectively

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Table 12: NARDL Long-Run Asymmetric Coefficients

Dependent Variable	Independent Variable				
	LNFD_POS	LNFD_NEG	LNGDP_POS	LNGDP_NEG	Constant
lnCO2	-0.097129	-0.433070	-0.912398	1.662539	-0.041939
	[-0.717809]	[-2.544994**]	[-2.156776**]	[1.706386]	[-0.506494]

Note: Numbers in square brackets show the t-statistics. *, **, and *** show the statistical significance at 10%, 5%, and 1% levels, respectively

As seen from Table 12, both the positive and negative changes in financial development have negative impacts on carbon emissions. Hence, in the long run, the positive and negative changes in financial development have symmetric effects on carbon emissions in Nigeria, albeit the positive shocks are statistically insignificant. In the long run, a 1% decrease in financial development causes carbon emissions to increase by 0.43% on average. The long-run symmetric effect of financial development on carbon emissions is confirmed by the Wald test results shown in Table 13, as we fail to reject the null hypothesis that the coefficient of the positive shock is statistically equal to the coefficient of the negative shock.

Besides, in the long run, the positive and negative shocks in economic growth have asymmetric effects on carbon emissions in Nigeria. Although there is a statistically-significant negative effect on carbon emissions in the long run when economic growth increases (meaning a 1% increase in economic growth causes carbon emissions to decrease by an average of 0.91%), there is a positive effect on carbon emissions in the long run when economic growth decreases, but this effect is not significant. The long-run asymmetric effect of economic growth on carbon emissions is confirmed by the Wald test results shown in Table 13, as we reject the null hypothesis that the coefficient of the positive shock is statistically equal to the coefficient of the negative shock.

The results are reliable because the ECM worked well and is appropriate for establishing long-run relationships. In particular, the coefficient of the ECT (-0.642882) is negative, statistically significant (at 1%), and less than one (in absolute value). The coefficient of the ECT shows that by accounting for possible negative and positive shocks, short-run values of financial development and economic growth contribute to carbon emissions converging to their long-run equilibrium level at an average speed of adjustment of about 64.29% annually.

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Table 13: Symmetric Effects Versus Asymmetric Effects (Wald Test)

Null Hypothesis	F-Statistic
$C(3) = C(4)$	2.733991 (0.1118)
$C(5) = C(6)$	5.257743** (0.0313)

Note: C (3) and C (4) are the coefficients of the positive shocks and negative shocks, respectively, of financial development. C (5) and C (6) are the coefficients of the positive shocks and negative shocks, respectively, of economic growth. Numbers in brackets show the probability values. *, **, and *** show the rejection of the null hypothesis at the 10%, 5%, and 1% levels of significance, respectively

The compatibility of the a priori expectations with the actual empirical findings are summarized in Table 14.

Table 14: Compatibility of A Priori Expectations with Empirical Findings

Independent Variable	Expected Long-Run Impact on Carbon Emissions (A)	Actual Long-Run Impact on Carbon Emissions (B)		
		FARDL Model	NARDL Model	Compatibility between (A) and (B)?
Financial Development	Negative (-)	Negative (-) and significant	Negative (Symmetric)	Yes
Economic Growth	Negative (-)	Negative (-) but insignificant	Asymmetric	Yes / No

Source: Authors' construction

Table 14 shows that not only is the actual long-run impact of financial development on carbon emissions consistent with the a priori expectation, but the results are also robust, as both the FARDL and NARDL models reveal that financial development reduces carbon emissions and, hence, enhances the sustainability of the environment in Nigeria in the long run. This could be explained by the fact that a well-functioning financial sector will make funds available to enable investments in renewable energy sources, thereby reducing reliance on the burning of fossil fuels (crude oil, natural gas, and coal) for energy generation. By so doing, the quantity of carbon dioxide emitted to the atmosphere will be significantly reduced. Another possible explanation is that financial development leads to stricter environmental regulations and better monitoring. Financial institutions may push for stronger environmental

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regulations and standards as they become more powerful. This can create a more favorable environment for sustainability, leading to lower carbon emissions in the long run. Moreover, financial development can also promote technological innovations that are more environmentally sustainable. For instance, financial institutions can fund research and development technologies that reduce carbon emissions. This finding is consistent with the findings of many of the studies in the literature (Umar et al., 2020; Qin et al., 2021; Hussain, Wang, and Wang, 2022; Wang et al., 2022; Baajike et al., 2022; Alola and Akadiri, 2022; Rahman and Alam, 2022).

4.2.3.4. Diagnostic Tests

To ensure the reliability of the results, we apply residual and stability diagnostic tests. The results of the residual diagnostic tests are shown in Table 15. The residuals are normally distributed in both the FARDL and NARDL models, and neither autocorrelation nor heteroscedasticity has been detected in the residuals. The stability diagnostics are shown by the CUSUM and CUSUM of squares plots in Figures 2, 3, 4, and 5. The CUSUM and CUSUM of squares plots of both the FARDL and NARDL models lie within the lower and upper critical limits at 5% significance level, indicating both models' stability.

Table 15: Residual Diagnostic Test Results

Residual Diagnostic	Test	FARDL Model	NARDL Model
		F-Statistic	F-Statistic
Normality	Jarque-Bera	1.417305 (0.492307)	2.422207 (0.297868)
Autocorrelation	Breusch-Godfrey LM	1.193555 (0.3229)	2.332909 (0.1216)
Heteroscedasticity	White	1.647427 (0.1950)	0.680558 (0.6427)
	Breusch-Pagan-Godfrey	1.086004 (0.3944)	0.684816 (0.6397)
	Harvey	0.971368 (0.4559)	0.675919 (0.6459)
	Glejser	1.073027	0.799624 (0.5613)

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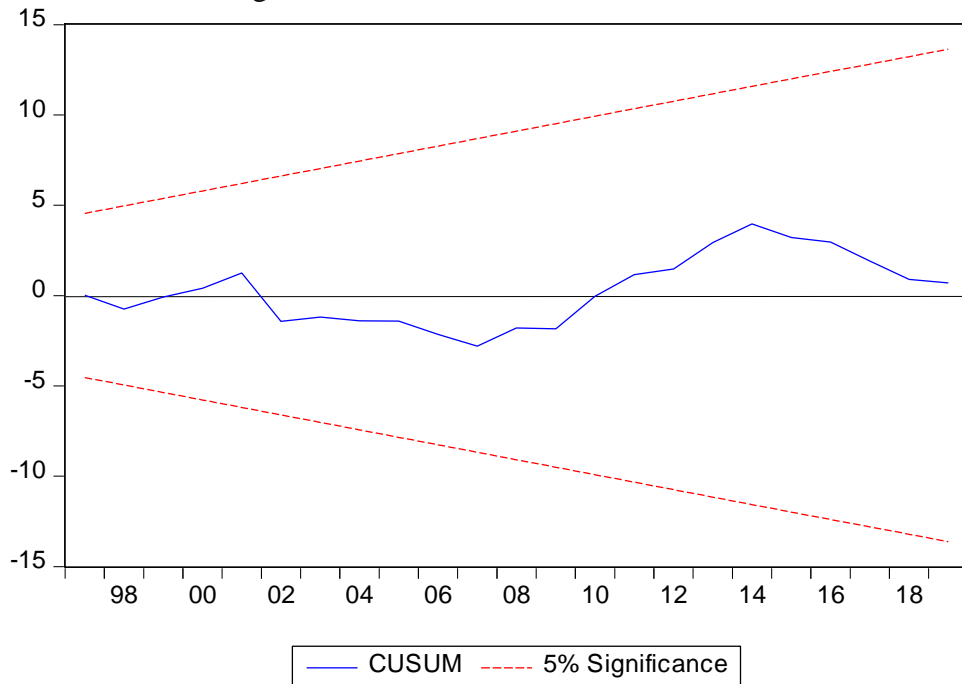
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Source: Authors' construction.

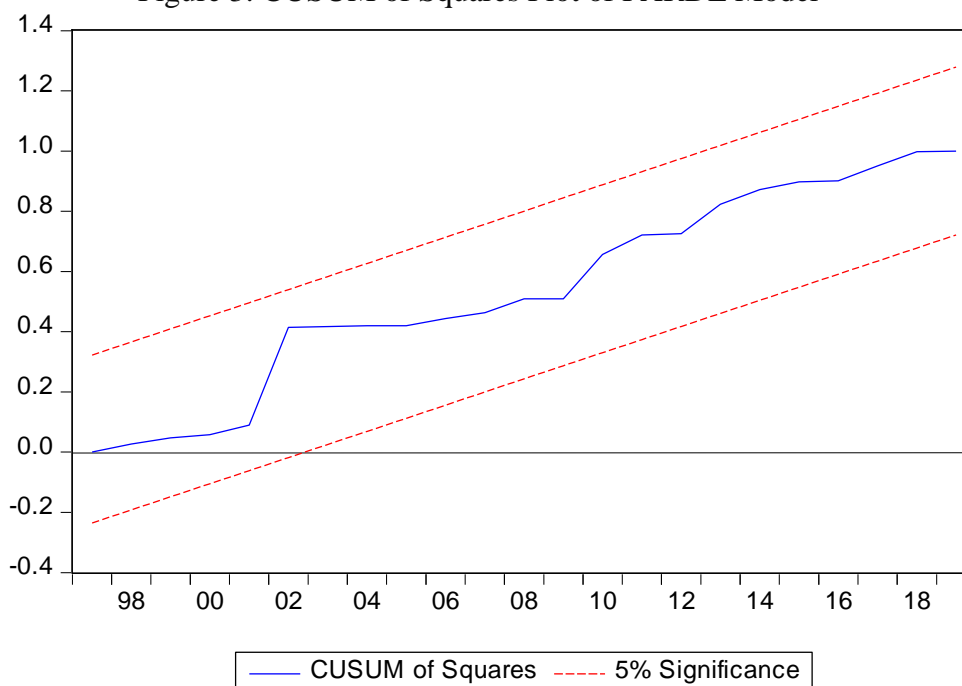
Note: Numbers in brackets show the probability values

Figure 2: CUSUM Plot of FARDL Model



Source: Authors' construction using the data sourced from the World Bank (WDI)

Figure 3: CUSUM of Squares Plot of FARDL Model



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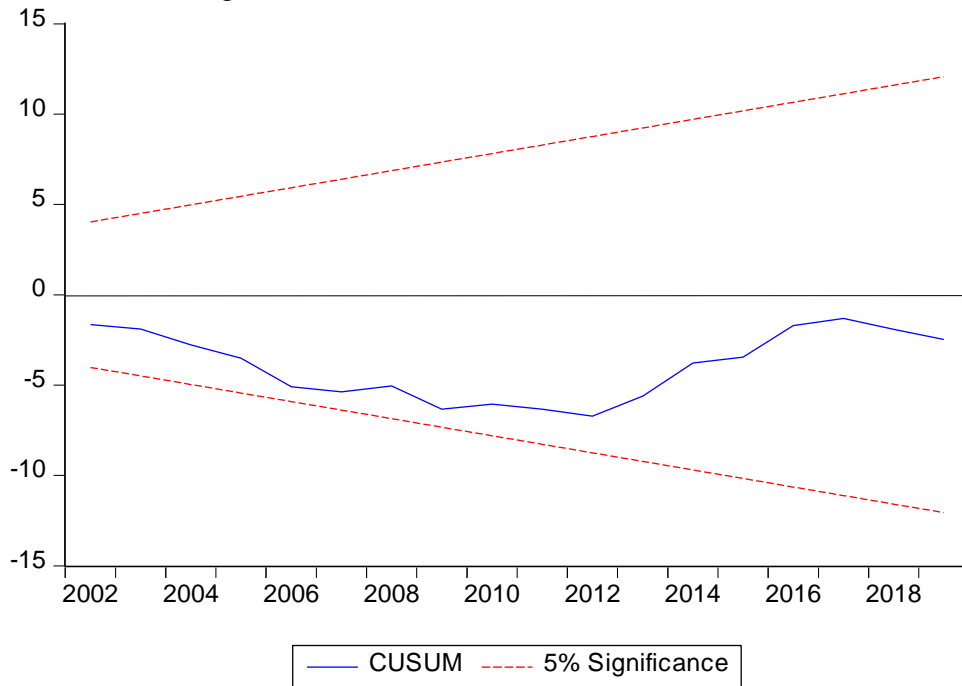
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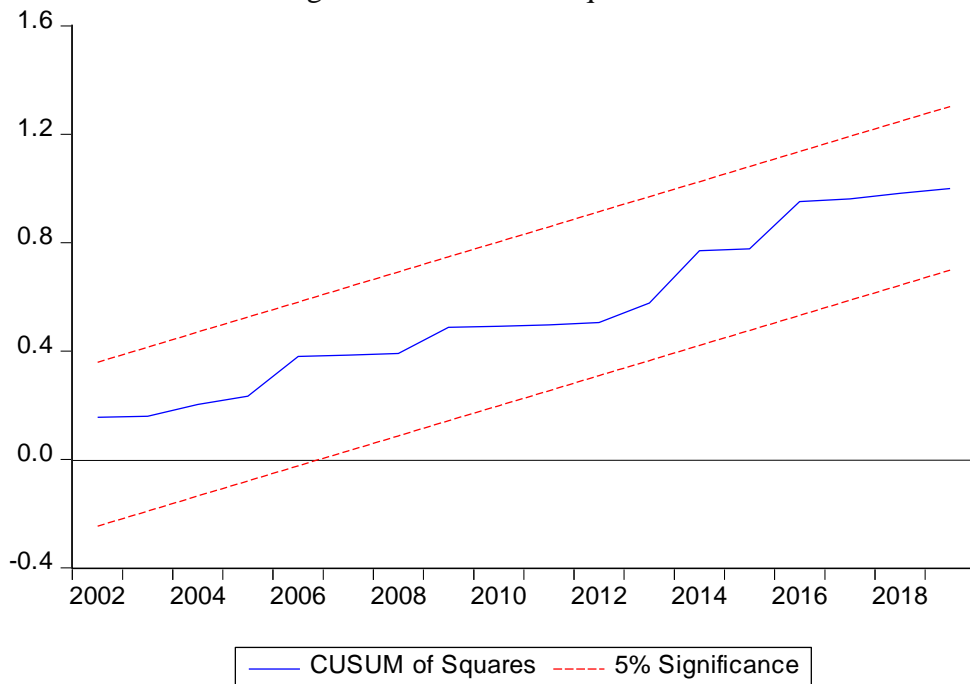
Source: Authors' construction using the data sourced from the World Bank (WDI)

Figure 4: CUSUM Plot of NARDL Model



Source: Authors' construction using the data sourced from the World Bank (WDI)

Figure 5: CUSUM of Squares Plot of NARDL Model



Source: Authors' construction using the data sourced from the World Bank (WDI)

5. Conclusion

The International Treaty on Climate Change in 2015 set a net-zero emissions target by 2050 (Meadu et al., 2015), signaling the global intent to control climate change significantly. The development following the Paris Agreement motivated us to contribute to existing efforts and extend the academic literature. To this aim, this study investigated an issue on which there is no consensus in the literature - the role of financial development on environmental sustainability - for the case of Nigeria, one of the top carbon emitters in Africa. Nigeria has witnessed rapid growth in recent years, with significant increases in energy consumption and reliance on the burning of fossil fuels to meet its energy needs. We bring novelty to the existing literature by being the first study conducted for the case of Nigeria that considers nonlinearity and employs the recently developed Fourier ARDL model. We believe the results of this study will help the Nigerian government and policymakers make informed decisions regarding environmental sustainability.

Empirical results indicate the presence of a long-run equilibrium relationship among the variables. The FARDL model showed that financial development reduces carbon emissions in Nigeria in the long run, and the NARDL model validated the robustness of this symmetrical finding. Concerning economic growth, the FARDL model also revealed a negative symmetrical relationship with carbon emissions. However, the NARDL model highlighted that the relationship is asymmetrical, with a positive change in economic growth reducing carbon emissions while an adverse change in economic growth having no significant impact on carbon emissions.

Our findings suggest that financial development and economic growth are vital factors for environmental degradation in Nigeria. The country can achieve its carbon-emission target by developing financially and economically. A well-functioning financial sector will make available funds to invest in renewable energy sources and reduce reliance on the burning of fossil fuels (crude oil, natural gas, and coal) to generate energy. By so doing, the quantity of carbon dioxide emitted into the atmosphere will be significantly reduced. Policy-wise, we recommend that the Nigerian government promote the development of the financial sector to enhance environmental sustainability. This can be done by creating a favorable regulatory environment for financial institutions, promoting business access to finance, and supporting

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research and development of sustainable technologies. Also, the Nigerian government can encourage financial institutions to invest in green projects, such as renewable energy, energy efficiency, and sustainable agriculture, by offering tax incentives, loan guarantees, and other financial support. Promoting sustainable infrastructure development, implementing carbon pricing mechanisms, and developing a comprehensive national energy policy can also guide the country toward a more sustainable energy mix and reduce reliance on fossil fuels. Additionally, promoting public awareness and education on the importance of environmental sustainability can encourage citizens to adopt sustainable practices such as energy conservation, waste reduction, and the use of public transportation. By implementing these policy recommendations, Nigeria can balance economic growth and sustainability, resulting in reduced carbon emissions and increased environmental sustainability.

This study examines the connection between financial development and carbon emissions in Nigeria. While the findings may be applicable to countries with similar characteristics, caution must be exercised when generalizing the results to countries with different socioeconomic and environmental conditions. Future research examining countries with different characteristics will allow the results to be generalized and compared. Secondly, in this study, only secondary data sources were used for analysis. Researchers can expand the limits of the study by adopting a mixed-method approach that combines qualitative and quantitative data. These recommendations may contribute to a more comprehensive understanding of the relationship between financial development and carbon emissions in the context of climate change and environmental sustainability.

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Ethics Statement: The author declares that ethical rules were followed in all preparation processes of this study. In case of detection of a contrary situation regarding scientific ethical issues, all responsibility belongs to the author of the study and Milestone journal has no responsibility.